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Michigan Merit Examination

**Administration Manual
for Students Testing
with Accommodations**

Michigan Merit Examination (MME) Fall 2007 Important Dates

Required Action	Date
Order test materials for MME Day 2 and Day 3 using the OEAA Secure Site	August 31 – September 21
Student registration with voucher for October 27, 2007 National ACT Plus Writing (MME Day 1)	August 20 – September 21
Accommodations request window for ACT Plus Writing	August 20 – September 21
Late registration for students to take MME Day 1 – ACT Plus Writing – Student must pay an additional \$19.00 late fee to ACT	October 5, 2007
All secure and non-secure materials for MME Day 2 and Day 3 delivered to MME Test Supervisor	By October 15
Materials for ACT Special Testing (MME Day 1) delivered to school	By October 19
Test Supervisor conduct training for Room Supervisors and Proctors	Prior to pretest session
Order additional test materials for MME Day 2 and Day 3 using the OEAA Secure Site	October 12 – October 24
Complete pretest session for MME Day 2 and Day 3 answer documents. Must be completed prior to test day.	October 15 – October 26*
MME Day 1 – ACT Plus Writing at a National Test Center (except for ACT Special Testing)	Saturday, October 27, 2007
MME Day 2 – WorkKeys & Michigan Mathematics	Tuesday, October 30, 2007
MME Day 3 – Michigan Science and Social Studies	Wednesday, October 31, 2007**
MME Day 1 ACT Special Testing at local school – ACT Plus Writing	October 27 – November 10
MME Day 2 Accommodations Testing – WorkKeys and Michigan Mathematics	October 30 – November 13
MME Day 3 Accommodations Testing – Michigan Science and Social Studies	October 31 – November 14***
Scheduled pick-up date for MME Day 2 and Day 3 standard-time testing materials return. Do not call Fed Ex.	November 1, 2007 12:00 - 4:30 pm
Return ACT Special Testing materials for MME Day 1 to ACT .	Per ACT postage paid return envelope
Return accommodated materials for MME Day 2 and Day 3 to PEM . Call FedEx to schedule one pickup immediately after all accommodated testing is completed.	Must be picked up by November 15
Tested Roster Preview	To Be Announced

*If a student is absent during the pretest session, this may be completed October 29, but we do not advise waiting until October 29 to administer the pretest session for all students.

**Michigan Science and Social Studies may be administered in one session following lunch on October 30, instead of the morning of October 31.

***Accommodated testing for each test session may not begin before the regular test administration. For example, if the regular administration of the Michigan Science and Social Studies is scheduled for October 31, the Special Testing window for Michigan Science and Social Studies may not begin before October 31.

Please check the MME website at www.michigan.gov/mme on a regular basis for MME Fall 2007 test administration updates.

Assistance Directory Table

For Questions regarding:	Contact:
MME Retest eligibility criteria MME Content Scheduling Assessment Administration policy and procedures	MDE – Office of Educational Assessment and Accountability Phone: 517-560-8378 Fax: 517-335-1186 E-mail: mme@michigan.gov Website: www.michigan.gov/mme
MME Day 1 – ACT Plus Writing	
Student registration Accommodations requests Special Testing materials Special Testing administration	ACT Registration Phone: 319-337-1270 ACT Extended Time National Testing Phone: 319-337-1851 ACT Special Testing Phone: 319-337-1332 E-mail: mi.mme@act.org
Vouchers Voucher eligibility criteria	MDE – Office of Educational Assessment and Accountability Phone: 517-560-8378 Fax: 517-335-1186 E-mail: mme@michigan.gov Website: www.michigan.gov/mme
MME Day 2 and Day 3 – WorkKeys and Michigan components	
Assessment Accommodations for students with disabilities and Section 504 students	Peggy Dutcher Coordinator - Assessment for Students with Disabilities Program MDE – Office of Educational Assessment and Accountability Phone: 517-241-4416 E-mail: dutcherp@michigan.gov
Assessment Accommodations for English language learners	Phil Chase English Language Learners Assessment Specialist MDE – Office of Educational Assessment and Accountability Phone: 517-335-3967 E-mail: chasep2@michigan.gov
Materials ordering and receiving Test Day assistance Materials packaging and return	Pearson Educational Measurement (PEM) Phone: 800-204-4109 Fax: 319-358-4293 E-mail: mme@pearson.com
Michigan Promise scholarship	
Eligibility requirements Awardee and Nonawardee reports	Michigan Department of Treasury Office of Scholarships and Grants Phone: 888-447-2687 (888-4GRANTS) Fax: 517-241-4638 Website: www.michigan.gov/promise

Table of Contents

This *MME Administration Manual for Students Testing with Accommodations* is a complete MME Administration manual that contains the verbal instructions to be read to students as well as information specific only to students testing with accommodations. This is the **only** MME administration manual that Room Supervisors and Proctors administering the MME to students testing with accommodations will need.

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Test Policies and Procedures

As with all standardized testing, it is critical that the procedures you employ at your test center are identical to those at other centers. If you have any questions that are not addressed in the manual, be sure to call Pearson Educational Measurement for instructions. By strictly following MME policies and procedures, you are far more likely to create a fair testing environment.

Attentiveness During Test Administration

You must remain attentive to your testing responsibilities throughout the entire administration. Reading (except this manual), grading papers, using a computer, talking casually with other staff, or engaging in any activity in the test room not directly related to the administration is **not** allowed. No one may eat or drink in the test room (unless approved for medical reasons).

You must walk around the test room to ensure examinees are working on the correct section of the test and recording their answers on the correct section of the answer document. Moving around the test room also makes you available to answer questions, respond to illness, or replace defective test materials. It also discourages prohibited behavior.

Confidentiality

Information about examinees is confidential, including their names. You and your testing staff are not permitted to share information about examinees or their actions on the test day with anyone other than OEAA, ACT, PEM, and your institution's administrators.

To ensure confidentiality, you may not copy documents containing individually identifiable information, or use such information, for any purpose other than administering the test and school attendance records. If you post rosters to assist with room assignments, be sure to cover the Social Security number and date of birth columns. Questions concerning attendance or test-day procedures from any source other than OEAA, ACT, or PEM must be referred directly to PEM Call Center, 800/204-4109.

Equal Treatment

All testing staff are required to administer and supervise all sessions of the MME in a nondiscriminatory manner and in accordance with all applicable laws, including the Americans with Disabilities Act.

Fair Testing Practices

OEAA, ACT, and PEM endorse the *Code of Fair Testing Practices in Education* and the *Code of Professional Responsibilities in Educational Measurement*, guides to the conduct of those involved in educational testing.

As with all state assessments, the *OEAA Professional Assessment and Accountability Practices for Educators* (as approved by the State Board of Education, August 2005), also known as the *Ethics Document*, does apply to the MME. This document must be reviewed and adhered to. The *OEAA Professional Assessment and Accountability Practices and Educators* document can be located at www.michigan.gov/mme.

Investigations

In cases of suspected or documented irregularities, all testing staff are obligated to cooperate fully with OEAA, ACT, or PEM in subsequent investigations.

Relatives Testing

To avoid the appearance of a conflict of interest—and to protect you and your relatives or wards from allegations of impropriety—you may not serve as Test Supervisor or Back-up Test Supervisor for the administration of the MME or have access to secure test materials prior to test day if any relative or ward will be taking the Fall 2007 MME anywhere within the state of Michigan. Relatives and wards include children, stepchildren, grandchildren, nieces, nephews, siblings, in-laws, spouses, and persons under your guardianship.

Because Test Supervisors and Back-up Test Supervisors have prior access to secure test materials for the test date a relative or ward will be testing, that individual must delegate all supervisory responsibilities—including the receipt of test materials—to a qualified colleague and notify ACT of this action prior to test day.

If an examinee is testing at a center where a relative or guardian is serving as a Room Supervisor or Proctor, that examinee must not be assigned to the room where the relative or guardian is working. The relative or guardian must not have access to that examinee's answer document or test materials.

Scores for an examinee will automatically be cancelled if:

- that examinee is found to have tested on the same test date on which a relative or guardian served as a Test Supervisor at any test center, or
- that examinee tested in a room in which a relative or guardian served as a Room Supervisor or Proctor.

Conflict of Interest

To avoid any conflict of interest, no one on the testing staff may be employed by any teacher training or certification program at any college or university, or serve in a role which requires them to provide direct support to such a program.

Standardized Procedures

Throughout this *Administration Manual for Students Testing with Accommodations* there are detailed directions for selecting facilities and staff, protecting test security, and administering tests in a standardized manner.

All test center personnel are required to read the materials provided by OEAA, ACT, and PEM, including this manual. Adherence to these standardized procedures is mandatory.

Back-up Supervisors

Test Supervisors and Back-up Supervisors must be listed with ACT Test Administration for every test center. Test Supervisors must notify PEM before a test date if they cannot be present for that test.

The chart below outlines which components contribute to each MME score. The MME scores will play a role in qualifying for the Michigan Promise and will be the foundation for the No Child Left Behind (NCLB) calculation of Adequate Yearly Progress (AYP) and EdYES! accountability reports for high schools.

Components Contributing to MME Scores									
Day	Test	Subject Session	Parts	ELA	Reading	Writing	Mathematics	Science	Social Studies
Day 1	October 27, 2007 National ACT Plus Writing Test	English	1	X		X			
		Mathematics	1				X		
		Reading	1	X	X				
		Science	1				X	X	
		Writing	1	X		X			
Day 2	WorkKeys	Reading for Information	1	X	X				
		Applied Mathematics	1				X		
	Michigan	Mathematics	1				X		
Day 3	Michigan	Science	1					X	
		Social Studies	2	X		X			X

Assessment Accommodations Policy and Procedures

In the State of Michigan, all students are to participate in the assessment programs approved by the State Board of Education. For some students, accommodations that are customarily used during routine classroom activities may be considered to be used during the administration of the Michigan Merit Examination (MME).

The State Board of Education, at its June 2005 meeting, approved standard and nonstandard assessment accommodations for all state assessment programs. The Office of Educational Assessment and Accountability (OEAA) provides a Michigan Merit Examination (MME) Accommodations Summary Table that identifies MME standard (S) and nonstandard (NS) accommodations for students with disabilities, Section 504 students, and students with limited English proficiency, also referred to as English Language Learners (ELL). The table was developed in consultation with districts, schools, and Michigan practitioners in the education of these students.

The **Michigan Merit Examination (MME) Accommodations Summary Table** is available on the MME web page, www.michigan.gov/mme, in the *MME Assessment of Special Populations* section. The table is to be used by educators as a reference to determine if an assessment accommodation that has been determined appropriate for the student is a standard or nonstandard accommodation for the MME. It is *not* to be used as a checklist for determining what assessment accommodations should be used for the student.

All accommodations in the Summary Table are State-Allowed and available for MME Day 2 and Day 3. Additionally, the MME Accommodations Summary Table identifies ACT-Approved accommodations resulting in college-reportable scores that students may request for the *ACT Plus Writing* test on MME Day 1.

Standard and Nonstandard Accommodations

Students with Disabilities and Section 504 students

In general, the determination for the use of standard or nonstandard assessment accommodations must be documented in the student's school records. For students with disabilities, assessment accommodations must be documented in the student's Individualized Education Program (IEP). The documentation must be specific for *each* content area administered. For general education students who have a Section 504 Plan, the accommodations must be documented in the student's plan.

English Language Learners

ELL students may be given accommodations for MME assessments if the accommodations are customarily used during normal classroom activities and assessment. Decisions regarding appropriate accommodations for ELL students may be determined in a number of ways. Districts with large populations of ELL students may assign this responsibility to a coordinator or specialist at the administrative level who consults with the classroom teacher. In districts with small populations of ELL students, the decision may be the responsibility of the classroom teacher and the Test Accommodations Coordinator.

NOTE: Standard assessment accommodations do *not* change the construct that the assessment is measuring and *do* provide a valid MME score. Nonstandard accommodations change the construct that the assessment is measuring, rendering scores that are not valid. Use of nonstandard accommodations may also adversely affect a student's eligibility to earn a Michigan Promise scholarship. In addition, students who use nonstandard assessment accommodations will **not** count as being assessed for the calculation of the No Child Left Behind participation rates for both the school and district, and are counted as not proficient when calculating Adequate Yearly Progress (AYP).

A school cannot make Adequate Yearly Progress (AYP) if it does not have a minimum participation rate of 95% for the entire school and each subgroup. Therefore, for

students with disabilities, it is highly recommended that districts check to see how many IEPs indicate that a student is to use a nonstandard assessment accommodation. In light of the significant consequence of using nonstandard assessment accommodations, the IEP Team may find it prudent to review the use of nonstandard accommodations. Remember, this is an IEP Team decision! If there needs to be a change in what is stated in the IEP, the IEP can be amended using the Individualized Addendum Manual Insertion (February 2005). These documents can be found at www.mi.gov/ose-eis in the Administrative Forms, Guidelines & Procedures section.

MME Day 1 - Student Registration, Vouchers, and Accommodations Requests

ACT Plus Writing

The MME consists of three major components: the national *ACT Plus Writing* test, two WorkKeys tests (Reading for Information and Applied Mathematics), and Michigan assessments in mathematics, science, social studies and, persuasive writing.

Since Day 1 of the Fall 2007 MME Retest is a **national** ACT administration, **all** students who are eligible and planning to take the MME **must register** for the October 27 *ACT Plus Writing* test, and if applicable, request ACT-Approved accommodations. The deadline to register and request accommodations is September 21, 2007. Students must register with a voucher to have the October 27, 2007, national ACT test administration count toward the Fall 2007 MME. (See Vouchers on page 7 in this manual.)

Scores achieved on the national ACT are fully reportable to colleges, scholarships, and other entities in addition to being part of the MME. Therefore, ACT is committed to ensuring that all ACT tests in the national administration are administered according to ACT's test accommodations policies. Only students with professionally diagnosed and documented disabilities who receive accommodations in school should apply for ACT-Approved Accommodations on MME Day 1.

ASSESSMENT ACCOMMODATIONS

The following table provides information on 1) ACT registration categories, 2) accommodations available, 3) testing locations, and 4) dates when the MME Fall 2007 Retest will be administered.

MME Day 1 – ACT Plus Writing

ACT Registration Category	Accommodations*	Testing Location	Test Window
Standard Time National Testing	Not Applicable	National Test Center	Saturday, October 27, 2007
Standard Time National Testing with Accommodations**	ACT-Approved Only	National Test Center	Saturday, October 27, 2007
Extended Time National Testing	ACT-Approved Only (Timing Code 6)	National Test Center	Saturday, October 27, 2007
ACT Special Testing	ACT-Approved Only (Timing Codes 2, 3, 5, 7, and 8)	Local School	October 27 – November 10, 2007

* State-allowed accommodations (non-college reportable scores) are **not** available for use for MME Day 1 in Fall 2007.

**Examples include assignment to a wheelchair-accessible room, large-type test booklet, marking answers in the test booklet, permission for diabetics to eat snacks, etc. Examples of accommodations students with hearing impairments may request include: seating near the front of the room to lip read spoken instructions; a sign language interpreter (*not* a relative) to sign spoken instructions (*not* the test items); a printed copy of spoken instructions with visual notification from testing staff of test start, time remaining, and stop times.

The accommodation request forms that **must** be used when applying for **all** ACT-approved accommodations for a national test date can be found at the ACT website (www.act.org). Click on "The Test," and then on the left-hand menu under "SERVICES," click "Student with Disabilities." Forms will be available in August 2007. Requests for accommodations must be received by ACT no later than September 21, 2007.

If any of your students are approved for ACT Special Testing, you will receive testing materials for those students and ACT Special Testing administration manuals directly from ACT. Please follow all directions from ACT to administer the *ACT Plus Writing*.

Requesting and receiving ACT approval of accommodations applies to MME Day 1 only (*ACT Plus Writing* test). ACT will review requests for ACT approval by applying the Americans with Disabilities (ADA) standards that are used for all such requests. **Not** every request for an accommodation listed on the MME Accommodations Summary Table as available for ACT approval will be approved. Approval is dependent on submission of all required documentation by the stipulated deadline and review by ACT. It is possible for ACT to approve an accommodation for one student, while the same accommodation may be denied for a different student.

NOTE: Students who are eligible and planning to take the MME Retest, but do not meet ACT accommodations eligibility requirements (e.g., English language learners with no disabilities) or whose requested accommodations are denied by ACT, may register for the ACT and test under standard conditions, **or** may choose to wait until the Spring 2008 MME test administration to use their **one retest opportunity** and take the *ACT Plus Writing* with State-allowed accommodations that will produce ACT

scores for the MME, but will **not** result in college-reportable scores. State-allowed accommodations on the ACT (MME Day 1) are only available during the Spring MME Test cycles when the ACT is administered statewide at the local schools rather than at ACT national test centers.

Vouchers

Schools will receive a voucher packet by August 20, 2007. This packet will include personalized vouchers for students who are eligible to retest based on their Spring 2007 MME scores. It will also include blank vouchers for schools to issue to first-time Grade 12 testers, a roster of students who are eligible to retest, and a roster of students who are ineligible to retest because they have already qualified for the Michigan Promise early installment payment.

Students who are eligible to retest will have one opportunity to do so paid for by the State of Michigan, either Fall 2007 or Spring 2008. Schools must give an MME **voucher** to students who are eligible and planning to retest in Fall 2007 to pay for their October 27 *ACT Plus Writing* registration. If students register for the ACT without a voucher, their ACT will not be linked to the Fall 2007 MME.

Grade 12 students who are taking the MME for the first time should be given a blank voucher. Schools will need to register the student on the OEAA Secure Site, assign them to the MME Fall 2007 test cycle, print a barcode label, and affix the barcode label to the blank voucher. Do not cover the voucher serial number.

Note: If a student who is ineligible for the MME Fall 2007 Retest registers for the October 27 *ACT Plus Writing* with a voucher, the State will not pay for the ACT and no MME scores will be reported.

If you have questions regarding the vouchers, call OEAA at 877-560-8378 or e-mail mme@michigan.gov.

MME Day 2 and Day 3 Test Materials and Accommodations

WorkKeys, Michigan Mathematics, Science, Social Studies, and Writing

There is no request form for accommodations on the WorkKeys or Michigan components of the MME. ACT approval of accommodations applies to the *ACT Plus Writing* test only. School personnel are advised to use ACT's approval as a guideline for administering accommodations on MME Day 2 and Day 3, but because there is no issue of reporting scores to colleges, schools may provide accommodations on the WorkKeys and Michigan components of the MME consistent with the accommodations approved by the State Board of Education listed in the MME Accommodations Summary Table, even if the student tests without those accommodations on the ACT.

The following tables provide information related to the accommodations available for MME Day 2 and Day 3.

MME Day 2 – WorkKeys and Michigan Mathematics

Test Administration	Accommodations	Testing Location	Test Window
Standard Time Standard Administration	Not Applicable	Local School	Tuesday, October 30, 2007
Accommodations Testing	Use ACT-approved accommodations as a guide and/or state-allowed accommodations	Local School	October 30 – November 13, 2007

MME Day 3 – Michigan Science, Social Studies, and Writing

Test Administration	Accommodations	Testing Location	Test Window
Standard Time Standard Administration	Not Applicable	Local School	Wednesday, October 31, 2007
Accommodations Testing	Use ACT-approved accommodations as a guide and/or state-allowed accommodations	Local School	October 31 – November 14, 2007

Ordering Accommodated Materials – MME Day 2 and Day 3

The MME Test Accommodations Coordinator (TAC) is responsible for ordering accommodated materials for **all students testing with accommodations**. This includes students who need extended time only, in addition to students that need an accommodated format. **All** students testing with accommodations on MME Day 2 and Day 3 will use **Form 0752**. (Students taking the MME Day 2 and Day 3 with standard time, standard administration will not use form 0752.)

MME Day 2 and Day 3 test materials must be ordered using the OEAA Secure Site at www.michigan.gov/oeaa-secure between August 31 and September 21, 2007. Use the worksheet below to determine the quantity of each type of accommodated material that you need to order. Order the exact quantity needed for students testing with accommodations. Do **not** order extra copies. If you determine after September 21 that additional students are testing with accommodations, you can order the additional materials needed using the OEAA Secure Site from October 12 – October 24. Since the deadline for eligible students to determine if they are retesting in the Fall 2007 MME Test Cycle is September 21, this will allow sufficient time for you to place the additional order and receive the materials prior to the beginning of the test administration.

MME Day 2 and Day 3 Accommodated Materials Order Worksheet	
Test Format	Number of Students
Extended Time Only – Regular Print (does not require any accommodated format listed below)	
Large Type (18-point font)	
Braille	
Reader Script with regular print booklet	
English Audio Cassette with regular print booklet	
English Audio DVD with regular print booklet	
English Video VHS with regular print booklet	
English Video DVD with regular print booklet	
ELL Video VHS – Spanish Audio with regular print booklet	
ELL Video DVD – Spanish Audio with regular print booklet	
ELL Video VHS – Arabic Audio with regular print booklet	
ELL Video DVD – Arabic Audio with regular print booklet	

Except for the Large Type and Braille test booklets, each of the above materials will be packaged with a Form 0752 regular print booklet. If a student needs one of the accommodated formats listed above (e.g., English Audio) with a large print booklet, you should order an additional Large Type booklet for the student to use. In the example given, you would order one Large Type and one English Audio for the same student.

Each accommodated test booklet ordered will be packaged with a copy of the *MME Administration Manual for Students Testing with Accommodations*. The one exception to this packaging format is the Extended Time Only – Regular Print test booklets on line 1 in the chart above. One *MME Administration Manual for Students Testing with Accommodations* will be included for each 5 test booklets or any portion thereof.

MME Accommodated Testing Window

All MME Tests must be administered only during the authorized accommodations testing window. Tests administered on any other date will not be scored. The MME Accommodations Testing Window is as follows:

Test Session	Test Window
ACT Plus Writing – National Testing at a National Test Center	Saturday, October 27, 2007
ACT Plus Writing – Special Testing at a local school	October 27 – November 10, 2007
MME Day 2 Accommodations Testing	October 30 – November 13, 2007
MME Day 3 Accommodations Testing	October 31 – November 14, 2007

Sequence of Tests

All MME tests must be administered in the order listed. The student must complete the entire *ACT Plus Writing* test (according to ACT directions) **before** beginning the MME Day 2 assessments. The sequence for the MME Day 2 and Day 3 tests is as follows:

1. *ACT Plus Writing* – according to ACT instructions
2. MME Day 2 – Section A – WorkKeys Reading for Information
3. MME Day 2 – Section B – WorkKeys Applied Mathematics
4. MME Day 2 – Section C – Michigan Mathematics
5. MME Day 3 – Section A – Michigan Science
6. MME Day 3 – Section B – Michigan Social Studies and Writing – Part 1
7. MME Day 3 – Section C – Michigan Social Studies and Writing – Part 2

Each student testing with accommodations must complete the tests in the sequence listed above during the accommodations testing window. If the tests are being administered to a group of students that has the same accommodation type and the same timing code, and one of the students is absent during one of the sessions, the student who was absent must continue the MME with the next test in their sequence when they return, regardless of what section the other students are currently working on. Students may **not** take the tests out of sequence.

Testing Over Multiple Days or During Separate Sessions

If testing over multiple days, each test must be completed during one session and the student may not return to a test after being dismissed from that test session. All tests must be completed in sequence in the designated testing window.

Extended Time Testing IEP, Section 504, and ELL Instructional Teams

Prior to the administration of MME Day 2 and Day 3, IEP, Section 504, and ELL instructional teams must determine the amount of extended time the student will be provided. The extended time options are time and one-half, double-time, or three hours.

If a student has an ACT-approved accommodation of extended time, then the student would use the same amount of extended time approved by ACT. However, if the student was approved for triple-time on the ACT assessments, the MME Day 2 and Day 3 extended time would be designated as three hours.

For students that do not have ACT-approved extended time, but have extended time documented as an accommodation in their IEP, 504, or ELL instructional plan, the amount of extended time needed must be determined prior to testing. The determination can be made by the IEP or Section 504 Team, school staff member familiar with the student's needs, or the Test Accommodations Coordinator.

Testing More Than One Student at a Time – MME Day 2 and Day 3

Students with the **same timing code** and similar accommodation type may be tested in the same room, with the following exceptions and guidelines:

1. For MME Day 1 Special Testing – Follow ACT directions in the ACT Special Testing manual.
2. A student with a **Reader** must be administered the test individually (one-on-one). Readers may **not** read the test to a group of students.
3. A student using an **audio** cassette or DVD may only test in a group setting if the student has individual earphones/headset, can control the progress of his/her own player, and begins each test component at the same time as the other students in the group, so that they are all receiving the beginning instructions at the same time.
4. ELL students using the same **video** source may not test in a group larger than five students. Directions must be given to the small group on how to indicate when they would like an item repeated.
5. If more than ten students testing with accommodations test together, one Proctor is required for each additional group of ten students, or fraction thereof, in addition to the Room Supervisor.
6. All students testing in the **same room** must begin each test at the **same time**.

Audio Versions of Assessments

Audio DVD or Cassette

Only students whose IEP, Section 504 Plan, or ELL instruction specifies that the student routinely uses audio accommodations may use the audio versions of the MME (Audio DVD, cassettes, or Reader Script).

The following instructions are to be used when administering the audio DVD or cassette version:

1. The assessments must be administered to each student individually, using equipment with a headset and counter, if available, or in a setting where the audio will not disturb other students.
2. Unless the student has a total loss of vision, students using the audio versions must have a printed copy of a Form 0752 test booklet while they are taking the assessment. A Form 0752 test booklet will be included with their audio version when it is shipped. Make sure that students indicate Form 0752 on their answer document as noted in the verbal instructions to students.
3. Students should be able to use the equipment independently since this accommodation is used routinely in the classroom. Students may be assisted in playing the audio version, but may not be given any help with answering any assessment item.
4. Students who use the audio versions must grid their own MME Fall 2007 **answer document**, unless their IEP, 504 Plan, or ELL instruction specifies use of one of the following options:
 - a. Mark answers in the test booklet and have a certified school staff member transcribe the answers into the student answer document
 - b. Indicate responses to a certified school staff member who will then grid the student answer document
 - c. Braille responses and have a certified school staff member transcribe the answers into the student answer document
5. The Room Supervisor must read the verbal instructions to the student from this *MME Administration Manual for Students Testing with Accommodations*, exactly as written. The directions to the student on the first page of the test booklet are also included at the beginning of each audio version, but should be presented by the Room Supervisor first so that any questions the student has can be addressed before starting the time clock.
6. Students should set their audio equipment counters to 0 at the start of each test and should be encouraged to write the counter number in their test booklet

whenever there is a question they wish to reconsider later in this same test session.

7. The DVD audio version of the assessment contains item-by-item tracking. Any instructions, passage, prompt, or answer choice for a test item is included on the track that matched the item number. For example, Track 1 contains all assessment information and directions leading up to and including item 1, track 2 contains item 2, track 3 contains item 3, and so on.
8. Since all tests on the MME are timed tests, do not start timing until the verbal instructions tell you to do so.
9. Audio versions of the MME tests are **secure materials** that must be returned at the end of the assessment window. **No copies of these materials may be made, downloaded, or retained.**

Reader Scripts

Reading aloud the MME tests is a standard accommodation for students with disabilities (students who have this type of accommodation specified in their IEP or Section 504 Plan) and English language learners, if the test is read in English. (See numbers 42 and 43 in the MME Accommodations Summary Table.)

Students using a Reader must test individually in a separate room. The Reader must read directly from the Reader Script. Passages may be repeated, but only as requested by the student. Each time a passage is read, the Reader must read the test directions, test passages, test questions, and response choices exactly as they appear in the Reader Script with no explanation and no additional information provided to the student through the reading. The Room Supervisor normally serves as the Reader.

Readers **must** be familiar with the following Instructions and Notes to the Reader **before** administering the MME tests to the student.

Instructions to the Reader

The instructions that follow are to assist the Reader in administering the Michigan Merit Examination (MME) using a Reader Script. These instructions are also printed inside each Reader Script.

The Reader Script is a **secure document** that may only be used for its intended purpose. The script must be stored with your secure materials and returned with your secure materials at the completion of testing. **No copies may be made or retained. You may not discuss these test items with any individual.**

- The assessment must be read to the student **exactly as it appears** in this script. Any variation could result in a misadministration of this assessment.
- Students who use a Reader must be tested **individually in a separate room**. A Reader is not permitted to test more than one student at a time.
- The MME tests must be administered in the proper **sequence**, by day, and by section.
- Unless the student has a total loss of vision, the student must have a copy of the **Student Test Booklet Form 0752**, either regular or large print, while they are taking the assessment.
- Students who use a Reader as an accommodation must grid their own MME Fall 2007 **answer document**, unless their IEP, 504 Plan, or ELL instruction specifies use of one of the following options:
 - o Mark answers in the test booklet and have a certified school staff member transcribe the answers into the student answer document
 - o Indicate responses to a certified school staff member who will then grid the student answer document
 - o Braille responses and have a certified school staff member transcribe the answers into the student answer document
- The Reader must refer to the **verbal directions** to the student in the *MME Fall 2007 Administration Manual for Students Testing with Accommodations*

- before, during, and after administering the test using the Reader Script.
- Page 1 of the student Test Booklet includes the standard time allowed for taking the test. When reading the directions aloud to the student, the Reader should change the **time allowed** to the appropriate number of minutes based on the accommodation as stated in the IEP, 504 Plan, or ELL Plan.
- The **student may ask** to have any portion of the test read as often as necessary within the time allowed for the test. Each time the directions, passages, test items, or response choices are read, you must read them exactly as they are presented in the Reader Script, with no explanation and no additional information provided to the student.
- Note: As a Reader, you *must* read and comply with the “Notes to the Reader” that follow.

NOTES TO THE READER

*(The instructions on this page will assist you in reading the assessment aloud to the student. Do **NOT** read this page to the student.)*

- Do not read headers, footers, or any text appearing in a **gray shaded box in the Reader Script** to the student except as stated in number 2 below.
- Instructions to students such as “GO ON TO THE NEXT PAGE” or “STOP. DO NOT GO ON UNTIL TOLD TO DO SO” appear in the footer. These instructions must be read aloud to the student.
- When brackets or gray shaded boxes are used in the Reader Script, they have been added as notes to the Reader or to show the Reader how the item appears in the student test booklet [for clarity]. Do not read the information in the brackets or gray shaded boxes in the Reader Script to the student.
- Letters or numerals that are separated by dashes should be voiced one by one (without the dashes), unless otherwise noted. For example, if there is no alternate pronunciation required, “COD” should be read as “C-O-D.” An alternate required pronunciation would appear as such, “FEMA [fee-ma].”
- Parentheses are to be indicated with a pause. For example, “centimeters (cm)” should be read as “centimeters...C-M.”
- Emphasize words that are underlined, bold, italicized, or entirely capitalized, but do not exaggerate emphasis.
- Pause briefly after reading the question number and before reading the question.
- Headings should be followed by a brief pause.
- Pause briefly after reading the letters that appear before each answer option.
- When describing tables, read the title, followed by the column headings. Then read the rows of the table from left to right and line by line. Example:

Number of Stories in Each Building	
Building	Stories
Science Building	3
English Building	4

The above table should be read as “Number of Stories in Each Building. First column....Building...second column....Stories. The rows are...Science Building...3... English Building...4.”

- Units of measure should not be voiced as an abbreviation. For example “26 g” should be read as “26 grams.”
- Do not move on to the next item until the student has gridded their answer, or until the student indicates that they are ready for the next item.

Video Versions of Assessments

Only English language learners (ELL) at the basic or lower intermediate proficiency levels are eligible to use video versions of MME Administration. In Fall 2007, videos are available in Spanish, Arabic, and English.

- Spanish and Arabic video accommodations are an option for use with an English language learner who
 - o is at the basic or lower intermediate English language proficiency levels, and
 - o whose dominant language is Spanish or Arabic, and
 - o is receiving bilingual instruction (e.g., transitional, two-way, or dual language) using the student's native language in the school setting.
- English video accommodations that are read in English are an option for use with an English language learner who:
 - o is at the basic or lower intermediate English language proficiency levels, and
 - o is dominant in a language other than English.

When administering video versions of the assessments:

1. The assessments are to be administered to students, either individually or in small groups, in a setting where the video will not disturb other students.
2. Students using the video version must have a printed copy of a form 0752 assessment booklet while they are taking the assessment. Make sure students indicate form 0752 on their answer documents as noted in the assessment directions.
3. Assessment directions are included at the beginning of each video version and the student will be shown how to mark bubbles on the separate answer document.
4. Each assessment question is marked on the DVD or videotape. This assists in rewinding to the appropriate place, if needed, during the assessment administration. If using a videotape, make sure it has been totally rewound prior to administering the assessment to a new student or group. Be sure that all students being assessed have a clear view of the screen. It is recommended a group size be no larger than five. Also, instruct students to provide a signal (such as putting their pencils down) to the administrator when they have finished answering a question. There is a pause of 5 to 7 seconds built into the video to facilitate this process. Also, each question is clearly labeled, allowing ease of rewinding for students desiring a question to be repeated.

Scribe/Transcriber, Tape Recorders, and Braillewriters

Dictating responses to a scribe or into a tape recorder is permissible. If the student uses a scribe/transcriber for the Social Studies constructed-response items, the transcribers must meet the same standards required for other testing personnel. The student must dictate their response to the transcriber, who must write verbatim what the examinee says in the lined pages of the appropriate sections of the answer document. Students are to include specific instructions about punctuation, spelling, indentation, etc., for the writing assessment. The transcriber is not to make any corrections or revisions not dictated by the student. Alternatively, the Room Supervisor/Proctor may be authorized to transcribe the essay from a cassette. The Supervisor/Proctor must transcribe verbatim what is on the cassette/DVD.

Word Processors

The use of word processors is *only* permitted for students with disabilities who need that accommodation as defined in their IEP, for general education students with a Section 504 Plan, or when needed due to the rapid onset of a medical disability. Because the social studies constructed-response items assess the convention of writing, including correct spelling and grammatical usage, students using word processors or word processing software as an accommodation must be monitored so that spelling, dictionary, thesaurus, and grammatical software are deactivated. If the spell check, dictionary, thesaurus, and grammatical software are NOT deactivated, the nonstandard

assessment accommodation bubble must be gridded in Box 18 on page 12 of the Student Answer Document (See Appendix A).

- **Word-processed answers must be transcribed into the student answer document by school staff.**
- Students who have an accommodation for the use of additional paper due to large handwriting must write on additional paper only and not in the answer document. Responses written on additional paper must be transcribed into the student answer document. Additional papers will not be scored.

Rapid Onset of Medical Disability

Prior to the MME assessments, a student may have rapid onset of a medical disability that warrants an assessment accommodation. For example,

- A few days prior to assessment, a student broke his/her arm. The student may need an assessment accommodation, either a word-processor or a scribe.
- A student has recently undergone surgery and is homebound or still in the hospital. The student may need to take the assessment at home or in the hospital with appropriate supervision of a school district professional.

In the case of rapid onset of a medical disability, TS must document, for the student's file, the date and nature of the disability (e.g., broken arm) and a description of the accommodation provided. This is considered a standard accommodation and should be documented in the School Use Only section on the student answer document.

Preparing for the MME Day 2 and Day 3: WorkKeys® and Michigan Components

Selecting Test Rooms

Test Supervisors are responsible for selecting and reserving test rooms. The following paragraphs describe the types of rooms to avoid and the room characteristics that will help you have successful testing experiences.

Select rooms that are not so small as to be crowded or so large that test security will be difficult to maintain. Arrange your seating to prevent examinees from communicating with neighbors or from looking at others' answer documents. It is recommended that no more than 100 examinees be tested in one room.

When selecting your facilities, make sure the building will be open on test day, and that the test rooms and restrooms will be unlocked. You must also arrange for a phone to be available on test day in case you need to make a toll-free call to PEM.

Accessibility

Under the Americans with Disabilities Act, the MME must be offered in locations accessible to persons with disabilities or alternative arrangements must be made for such examinees. Test Supervisors should select test facilities and rooms accessible to persons with disabilities whenever possible.

Bulletin Boards

Check each room to make sure bulletin board materials related to potential test questions, charts, and maps are removed or covered.

Timepieces

Each Room Supervisor must have two timepieces in the test room to ensure accurate timing. An accurate wall clock may serve as one of the required timepieces.

Environment

Make sure the lighting, temperature, and ventilation in each room allow examinees to give their full attention to the test.

Left-handed Examinees

Appropriate writing surfaces must be provided for left-handed examinees. You need to identify the left-handed examinees at your site prior to test day.

If your normal surfaces are not large enough for left-handed examinees to work comfortably and standard left-handed desks are not available, you may use right-handed desks. Arrange two columns of right-handed desks in rows and instruct examinees to use the writing surface of the empty desk. Place these desks at the far right side of the room—your right, as viewed from the front of the room. Placing examinees on the far right side also helps to guard against looking at another's answer document and serves as an important security measure.

Room Setup and Seating Arrangements

If seats are stationary, leave empty rows and columns of seats between examinees to achieve the required spacing. If seats are not stationary, move them to meet requirements before examinees are admitted to the room. Spread examinees out in the

room as much as possible, using all the space. Seating arrangements must minimize the possibility that an examinee will communicate with a neighbor or look at a neighbor's test materials.

Test rooms are to be set up according to the following requirements:

- **All examinees in the test room must face the same direction**, regardless of the number of examinees in the room or the distance between them.
- There must be **at least three feet of space between examinees** (side-to-side measured shoulder-to-shoulder and front-to-back measured head-to-head).
- In multiple-level rooms, examinees must be **at least five feet apart** front-to-back.
- There must be sufficient aisle space for staff to get to every seat during testing without disturbing examinees.
- Seat examinees in straight rows and columns, directly in line with each other.
- The Room Supervisor must be stationed in the room facing the examinees. Staff must be able to see every examinee clearly. Seating with dividers or partitions, such as study carrels, partitioned tables, or booths are not acceptable because they obstruct staff's view of examinees.

Proper Use of Tables

If tables are used, see page 18 for the maximum number of examinees allowed per table. Tables must be arranged so that all spacing requirements are met. Examinees must all face the same direction and therefore must be seated along the **same side** of the table, not at opposite ends or sides. If tables are joined together, do not seat an examinee where the tables join. Use the following rules to seat examinees:

- **ROUND TABLES: only one examinee** per round table, regardless of size.
- **TABLES LESS THAN 6 FEET: only one examinee** per table.
- **TABLES 6 TO 9 FEET: only two examinees** per table. If 6-foot tables are used to seat two examinees, a 3-foot space is required **between the tables**.

Single-Level and Multiple-Level Classrooms

It is preferred that single-level classrooms seat 25 to 30 examinees. Try to avoid using rooms with multiple-level seating. Even with five feet between examinees, multiple-level seating makes it easier to look at a neighbor's answer document. If you do not have an alternative, you may need to allow more than five feet between examinees. Before test day, determine the spacing needed to deter copying.

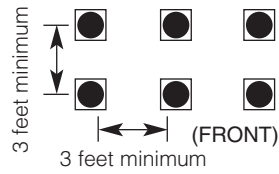
Writing Surfaces

Writing surfaces must be large enough to accommodate both the test booklet and the answer document. Lapboards that must be balanced on examinees' legs are not allowed under any circumstances; temporary surfaces that rest on the chair arms or the back of the row in front may be used only after prior approval by ACT.

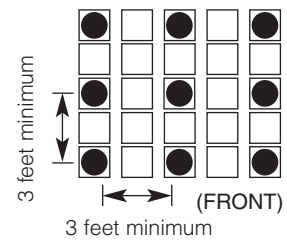
Seating Arrangement Examples

●	One examinee
L	One left-handed examinee
□	One desk

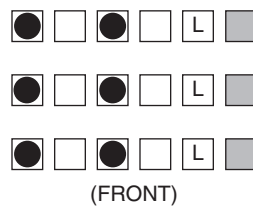
Level Seating with Movable Desks



Level Seating with Stationary Desks



Left-handed Examinees at Right-handed Desks



Multiple-Level Seating with Stationary Desks

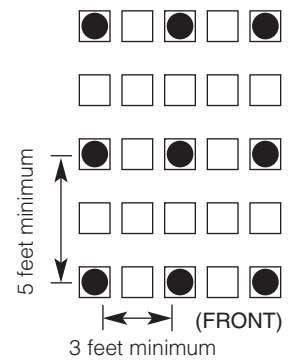
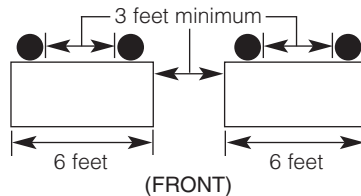
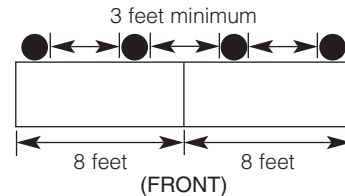


TABLE SPACING

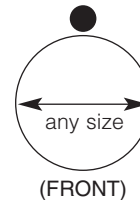
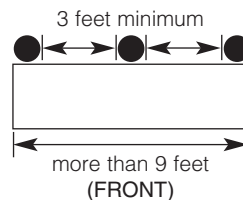
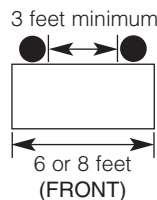
6-Foot Table Spacing



8-Foot Table Spacing



Other Spacing



Materials Provided by Your School

The school is responsible for providing the following items **for each test room**:

- Soft-lead No. 2 pencils with good erasers to lend to examinees who do not bring pencils
- A pencil sharpener
- A reliable watch, stopwatch, or interval timer for each test room, plus a backup timer
- Signs, cards, or other materials used in admissions procedures
- Facial tissues (optional)

Selecting Testing Staff

Test Supervisors are responsible for selecting their test-day staff in consultation with the school principal. Members of the staff must be people of integrity. We encourage the selection of testing staff who reflect the ethnic and gender ratios of those to be tested.

Room Supervisors and Proctors may be current or retired faculty members, school administrative or clerical employees, substitute teachers, student teachers, and teachers' aides. Please note that one of the requirements of the State School Aid Act is that a "certificated teacher or legally qualified substitute teacher" must be with the pupils if the time is to be counted as instruction. K-12 students, volunteers, and lower-division college undergraduates may **not** work as testing staff. All testing staff must comply with the policies and procedures detailed in this Manual.

Members of the testing staff each have a different set of test-day responsibilities.

Test Supervisor

In standardized testing, the Test Supervisor provides the continuity and administrative uniformity necessary to ensure that the examinees are tested under the same conditions and ensures the security of the examinations. Specific responsibilities include:

- Read this Manual and comply with the policies and procedures it describes.
- Arrange for students to personally complete non-test portions of their answer documents in a supervised session at school **before** test day (allow approximately 30 minutes).
- Arrange for application of bar-code labels on the answer documents.
- Select and train qualified Room Supervisors and Proctors before test day.
- Select, reserve, and prepare test rooms prior to test day.
- Plan seating arrangements.
- Receive, count, and secure test materials.
- Arrange for a phone for calling PEM on test day.
- Create a roster of students for each test room.
- Conduct a pre-test briefing session for testing staff on each test day.
- Ensure that testing begins no later than 9:00 A.M. on test day.
- Document any irregularities that occur during testing and, as required, void examinees' tests.
- Distribute to staff, collect, and account for all materials.
- Ensure completeness and accuracy of all test date documentation, including rosters, Seating Diagrams, forms, and reports.
- Prepare for material return by packing and sealing all required reports, forms, Seating Diagrams, and answer documents **immediately after testing**.
- Order makeup testing materials immediately after the initial test day.
- Return all used and unused test booklets when testing is completed.
- Cooperate with OEAA, ACT, and PEM in resolving irregularities.

Back-up Test Supervisor

As previously noted, the name of a Back-up Test Supervisor must be on file with ACT prior to the test date to take on the Test Supervisor's responsibilities if needed. Naming a qualified Back-up before an emergency occurs helps to ensure that the tests can be properly administered even if a Test Supervisor becomes ill or is otherwise unable to be present on test day. The Back-up Test Supervisor is encouraged to actively assist the Test Supervisor on test day.

Room Supervisor

Each room is required to have a Room Supervisor who must serve for the entire session. The Test Supervisor may serve as Room Supervisor if only one room is used. Again, please note "certificated teacher or legally qualified substitute teacher" must be with the pupils if the time is to be counted as instruction.

Specific responsibilities include:

- Read this Manual and comply with the policies and procedures it describes.
- Attend both the training and briefing sessions conducted locally by the Test Supervisor.
- Be responsible for the test room and provide an environment conducive to testing.
- Check ID or personally recognize and admit students.*
- Mark attendance/ID on the roster.*
- Direct students to seats.*
- Count test booklets upon receipt from Test Supervisor.
- Distribute test materials, keeping test booklets in numerical order.*
- Read verbal instructions to examinees verbatim.
- Properly time tests and record the **START, FIVE MINUTES REMAINING,** and **STOP** times in the Manual using two timepieces; complete the Testing Time Verification Form.
- Complete all information on the Seating Diagram and Test Booklet Count Form.
- Be attentive to examinees and materials at all times.*
- Walk around the test room during testing to be sure examinees are working on the correct sections of the test booklet and answer document.*
- Pay strict attention to monitoring examinees during the entire test session to discourage and detect prohibited behavior.*
- Collect and account for all answer documents and test booklets before dismissing examinees.*
- Complete detailed documentation of any irregularities and, as required, void examinees' tests.
- Return all test materials and forms to the Test Supervisor immediately after testing.

*Proctor may assist with these activities.

Proctor

A Proctor may be used to assist a Room Supervisor. A Proctor is **required** (in addition to the Room Supervisor) if more than 10 accommodated students are testing in a group. One Proctor is required for every 10 accommodated students (or portion thereof) after the first 10 accommodated students in the room.

Number of						each additional 10
Examinees per room:	1-10	11-20	21-30	31-40	41-50	(or portion thereof)
Required Number of						
Proctors per room:	0	1	2	3	4	+1

A Proctor's responsibilities include:

- Read this Manual and comply with the policies and procedures it describes.
- Attend both the training and briefing sessions conducted locally by the Test Supervisor.
- Help admit examinees and mark attendance/ID on the roster.
- Direct examinees to seats.
- Help distribute test materials, keeping test booklets in numerical order.
- Verify the timing of the tests using a different timepiece than the Room Supervisor.
- Be attentive to examinees and materials at all times.
- Walk around the room during testing to replace defective materials, to be sure all examinees are working on the correct test, and to observe examinee behavior.
- Report any irregularities to the Room Supervisor immediately.
- Accompany examinees to the restroom if more than one is allowed to leave during the timed tests.
- Pay strict attention to monitoring examinees during the entire test session to discourage and detect prohibited behavior.
- Help collect and account for all answer documents and test booklets.

Roving Proctor

Schools that use four or more rooms are encouraged to appoint a roving Proctor to assist the Test Supervisor. This Proctor may be used to:

- Serve as a hall monitor.
- Assist with check-in and/or directing examinees to rooms and seats.
- Assist the Supervisor with preparing the test materials for rooms.
- Give Room Supervisors a break during testing.
- Keep the hallways quiet during breaks if other rooms are testing.
- At the conclusion of testing, assist the Test Supervisor with counting and preparing all test materials for return.

Restrictions in Selecting Staff for Accommodated Testing

Because testing staff frequently administer accommodated assessments in a one-on-one setting and/or administer tests to the same individual over several sessions, no one involved in coaching high school or college athletics may serve as a Test Accommodations coordinator, Room Supervisor, or Proctor for any student participating in athletics and testing with accommodations.

If it is permitted to test accommodated students with the same accommodation type and the same timing code in a group setting, you must have a Proctor for each multiple of students over 10, as follows:

Number of accommodated students in the testing group	Staffing Required
1-10	Room Supervisor
11-20	Room Supervisor and 1 Proctor
21-30	Room Supervisor and 2 Proctors
31-40	Room Supervisor and 3 Proctors

For example, a group of 24 students with extended time only as their accommodation, all with time-and-one-half timing code, could test in the same group with a Room Supervisor and 2 Proctors.

Students testing with standard time must use the full time allotted for each test. Standard-time testers may not end a test session early. Students testing with accommodations and extended time are not required to use the full time allotted. However, if students are testing in a group, the test session being administered may not end until the last student in the group has finished testing, or until the allotted time for that test has expired, whichever comes first.

In the example given above, three groups of 8 students would require the same amount of staffing, but would provide a smaller group setting for the students.

Shipments from PEM

MME Day 2 and Day 3 test materials will be sent to the MME Test Supervisor at the mailing address listed in the Profile on the OEAA Secure Site.

A Packing List will be included with each shipment of materials. The Packing List will account for test booklets and other secure materials by serial number.

Secure Materials include:

- WorkKeys and Michigan Math Test Booklets
- Michigan Science and Social Studies Test Booklets
- Accommodated test materials

Non-secure materials will be included in the same shipment and include:

- MME Administration Manuals
- WorkKeys and Michigan Math answer documents
- Michigan Science and Social Studies answer documents
- Preprinted barcode labels
- Blank labels
- Return kit including instructions, School Header Sheets, shipping labels, and scorable and non-scorable labels. (Make sure you have one shipping label per box and the appropriate number of scorable and non-scorable labels.)

Extra materials will be included in your shipment. If additional materials are needed, they must be ordered from the OEAA Secure Site and a supplemental shipment will be sent via an express method. The deadline for ordering additional test materials for MME Day 2 and Day 3 is October 24, 2007.

Accommodations Packages

If an examinee is authorized to test with accommodated materials, an accommodations package and the administration manual for accommodations will be included with your test materials.

Responsibility for Test Materials

The TAC is responsible for the security of all test materials from the time the carrier delivers them to the time they are picked up by the carrier. The TAC must protect the materials from damage, theft, or loss, and from conditions that could allow prior access to the tests.

Test materials must be kept in a locked, secure area such as a vault or non-portable cabinet in a locked, limited-access room. Only the TAC and possibly a few specifically authorized persons may have access to the area.

Security of Test Materials

Check-in

When a shipment arrives, **immediately** open the container(s) and count the test booklets. Test booklets must be counted individually and serial numbers compared to those on the Packing List. Check the entire shipment against the Packing List to make sure it is complete. Examine the container for signs of tampering.

Sort the test booklets for distribution to individual test rooms, allowing at least one extra in each room to allow for defective materials.

Immediately call PEM at 800/204-4109:

- if you do not receive your entire shipment (see Delayed Deliveries on page 23 first),
- if items are missing,
- if test booklet seals have been broken, and/or
- if the cartons appear to have been tampered with in any way.

Delayed Deliveries

Shipments of multiple cartons may not arrive on the same day. Please wait 24 hours before calling to report missing materials. Occasionally, a shipment of materials will arrive after the test date. If this happens, check the contents against the Packing List, reseal the cartons, and immediately return the shipment to PEM.

Storage

After you have checked in your test materials, reseal the cartons with the provided tape and **write your name across the seal**. Be sure to save some tape for return shipping.

Lock the materials in a secure place to which you and possibly a few specifically authorized individuals have access. Protect the materials from damage, theft, or loss, and from any conditions that could allow prior access to or knowledge of the tests. Examinees must **never** have access to the cartons of materials.

If a test booklet is lost, stolen, or otherwise missing, immediately call PEM Call Center. **Even if the test booklet is missing only temporarily, do not attempt to begin an administration without first calling PEM at 800/204-4109.**

Removal from Storage and Assignment to Rooms

Do not remove the checked-in materials from the storage area until the morning of the examination. If you are administering the Michigan Science and Social Studies following lunch on Day 2, do not remove these materials from storage until the Day 2 testing has begun. Day 3 materials **cannot** be distributed to the Room Supervisors until the Day 2 testing materials have been returned to the Test Supervisor.

Under no circumstances is a test booklet seal to be broken by **anyone** other than the examinee on the day of the test.

Test booklets must be personally handed to Room Supervisors by the Test Supervisor. The Room Supervisor must count and write down the number and sequence of test booklets received on the Test Booklet Count Form (page 81). After the test, test booklet counts must again be reconciled and documented on the same form when the Room Supervisor returns the test booklets (both used and unused) to the Test Supervisor.

Be sure to keep the carton(s) in which the test materials were shipped. The cartons have reversible address flaps. They are to be used to return both used and unused test booklets. Test materials must not be transferred to any other test center without authorization from PEM.

Calculators

You must check for prohibited calculators during **WorkKeys Applied Mathematics** and **Michigan Mathematics**. Check periodically to make sure examinees did not switch calculators after the first check. If you discover an examinee using a prohibited calculator, follow the procedures on page 42 to dismiss the examinee and void the answer document. Document this dismissal on the Irregularity Report.

Permitted Calculators

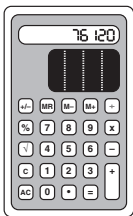
Calculators are permitted on the WorkKeys Applied Mathematics and Michigan Mathematics, but not on any of the other tests. Use of a calculator is optional. All problems can be solved without using one. Any four-function, scientific, or graphing calculator may be used, unless it is specifically prohibited. Any additions to the prohibited list of calculators will be posted at www.michigan.gov/mme and should be checked prior to testing.

Examples of Permitted Calculators

Scientific or graphing

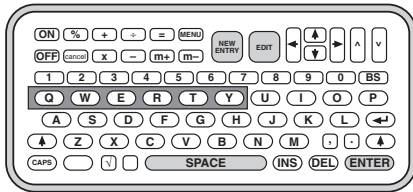


Four-function



Examples of Prohibited Calculators

QWERTY keyboard



Paper tape

Prohibited Calculators

These types of calculators are prohibited (may be updated):

- Texas Instruments: All model numbers that begin with **TI-89** or **TI-92**
- Hewlett-Packard: **hp 48GII** and all model numbers that begin with **hp 49G** or **hp50G**
- Casio: **Algebra fx 2.0**, **ClassPad 300**, and all model numbers that begin with **CFX-9970G**
- calculators with built-in computer algebra systems
- pocket organizers
- handheld or laptop computers
- electronic writing pads or pen-input devices—The Sharp EL 9600 is permitted.
- calculators built into cell phones or other electronic communication devices
- calculators with a typewriter keypad (keys in QWERTY format)—Calculators with letter keys not in QWERTY format are permitted.

Calculators Permitted with Modification

These types of calculators are permitted, but only after they are modified as noted:

- calculators with paper tape—Remove the tape.
- calculators that make noise—Turn off the sound.
- calculators that can communicate wirelessly with other calculators—Completely cover the infrared data port with heavy opaque material, such as duct tape or electrician's tape (includes Hewlett-Packard hp 38G series and hp 48G)
- calculators that have power cords—Remove all power/electrical cords.

Some calculators may have mathematical formulas printed on the calculator itself; this is permitted. Likewise, some calculators come with preprinted instructions for the use of the calculator that are inserted into the calculator cover and carried with it; these instructions do not need to be removed.

Examinees are responsible for ensuring their calculators meet ACT standards. They are informed of ACT standards for permitted calculators in the booklet *Taking the ACT Plus Writing for State Testing*, which advises them to check www.actstudent.org or call toll free **800/498-6481** for a recorded message about the latest list of prohibited calculators.

Examinees are responsible for bringing a permitted calculator and making sure it works properly. You are not expected to provide calculators or batteries. Examinees may not share calculators. They may use a backup calculator if their primary calculator fails but may not use more than one calculator at a time.

When the examinee is not working on the mathematics tests, the calculator must be turned off and put away. If it has games or other functions, those functions may not be used—only the mathematics functions of the calculator may be used.

Calculators are **NOT TO BE CLEARED** by staff before or during the test. You may clear calculators after the test only if you suspect examinees are attempting to use their calculators' memory to store test items. In such cases, clear the memory and document your suspicions on the Irregularity Report.

If you notice when examinees are admitted that they have calculators with large characters (one-inch high or larger) or a raised display, direct them to seats where other examinees cannot see the display.

Formula Sheet

A formula sheet that includes all formulas required for the Applied Mathematics test is provided in the Applied Mathematics section of the student test booklet. **The formula sheets should be collected at the end of the Applied Mathematics test and will not be used for the Michigan Mathematics test.**

**Instructions to
Students Before
Test Day**

Schools should inform examinees that they must bring the following:

- Two soft-lead No. 2 pencils with erasers
- A watch if they wish to pace themselves (They must not set the alarm on the watch during the assessment.)
- An approved calculator, if they wish to use one, for the Applied Mathematics and Michigan Mathematics assessments
- Proper ID
- No cell phones, ipods, or electronic devices (If a student brings any of these devices to the test room, the device must be turned off and placed in an envelope with the student's name on it, to be retained by the Room Supervisor until testing is completed for the day.)
- No food or drink will be allowed in the test rooms unless preauthorized due to a medical necessity.

An MME Student Reminders template is located on page 26 in this manual. An electronic version is available on the MME website at www.michigan.gov/mme.

MME Fall 2007 Retest Student Reminders

(Schools should modify the information in the shaded areas of this Student Reminder Template to include the information specific to your school. An electronic copy of the MME Fall 2007 Retest Student Reminders template is available at www.michigan.gov/mme).

Here are some reminders that will help you do your best on the MME Fall 2007 Michigan Merit Examination Retest.

Test Schedule:

MME Day 1 – ACT Plus Writing – Saturday October 27, 2007 – ACT National Test Center *(MME Day 1 testing date(s) and locations should be modified for students approved for ACT Special Testing in your school.)*

MME Day 3 – WorkKeys and Michigan Mathematics – Tuesday, October 30, 2007 *(Insert your school testing schedule here for MME Day 3 including start and end time, and location if different than your school.)*

MME Day 3 – Michigan Science and Social Studies – *(Insert your school testing schedule here for MME Day 3 including date, (Oct 30 pm or Oct 31 am, but not both), start and end time, and location if different than your school.)*

Plan to arrive at school *(or alternate testing location)* no later than _____ a.m. on each test day. If you arrive after testing has started, you will not be admitted to the testing room. Testing should be completed by about _____ p.m.

WHAT TO BRING

- Two soft-lead No. 2 pencils with good erasers
(Use of pens, colored pencils, or highlighters is not permitted.)
- Acceptable photo ID – must meet **all** of the following criteria:
 - **Examples: driver's license, passport, school ID**
 - Current (not expired)
 - Includes your first and last names
 - Issued by school, employer, or government agency
 - Current photo clearly recognizable
- A calculator for mathematics assessments only (optional)
If you use a calculator, be sure to bring a calculator that you are comfortable using, along with fresh batteries. Check the attached Prohibited Calculator list to make sure that your calculator is permitted for use on the MME mathematics assessments.
- A watch (if you wish to pace yourself)
Alarms must be turned off

WHAT NOT TO BRING

Do **not** bring the following items to the test room:

- Cell phone, pager, ipod, timer, or other digital/electronic equipment
Use of any device to share or exchange information at any time during testing or during the breaks is a prohibited behavior. If you bring any of these devices to the test room, you will be required to turn the device off, place it in an envelope with your name on it, and leave it with the Test Room Supervisor until you are dismissed after testing concludes.
- Scratch paper, notes, foreign language or other dictionary (unless used as an approved accommodation) – you may do scratch work in your test booklet
- Pens, colored pencils, or highlighters
- Portable listening or recording device
- Camera or other photographic equipment

TIPS TO DO YOUR BEST

- Be well rested. Get a good night's sleep the night before each test.
- Eat a healthy breakfast each morning.
- Make sure you have your picture ID, pencils, and calculator (if you are using one).
- Arrive on time. Students will **not** be admitted to the testing room once the test booklets have been distributed.
- If you are testing at an unfamiliar location, make sure you have directions.
- Pace yourself during the test. If you find yourself spending too much time on one question, move on to the next question.
- Use breaks to eat or drink any snacks you may have brought with you. No food or drink is allowed in the testing room unless preauthorized due to a medical necessity.

Pretest Session: Planning for the Pretest Session

Your students will use two answer documents: the WorkKeys and Michigan Mathematics answer document on MME Day 2; and the Michigan Science and Social Studies answer document on MME Day 3.

The demographic sections on the MME Day 2 and Day 3 answer documents must be completed **prior** to test day. During this separate in-school session, the Test Supervisor is responsible to ensure all eligible students complete the demographic information on the answer documents. It is **important** that all testing personnel be familiar with the instructions on completing the personal demographic information.

Note: Use of Class/Group Number and Research Codes is **optional**, and requires planning and a local district decision before scheduling the pretest session with students. Additional information about the Class/Group Number is located on the Class/Group ID Sheet (see sample on page 84).

Research Codes – Use of this field is a local district option. The following important points should be considered before deciding to use research codes:

1. Research questions must be developed at the district level, and each response must be assigned a different number from one to ten. Each student may code one response per question on his or her answer document (one response in the Report I column and one response in the Report II column).
2. Coding information must be provided to staff members assisting with the pre-test demographic gridding if students are to code their own answer documents.
3. Districts may elect to use one or both of the Research code columns in any or all of the content areas.
4. Content of the Research columns will be reported in the student data file exactly as gridded. It will not appear on any MME report.
5. This data can be entered via the mass demographic update on the OEAA Secure Site.

Class/Group Number can be gridded by the students in **Box 13** on the Michigan Science and Social Studies Answer Document or an authorized user can enter the Class/Group Number on the OEAA Secure Site by using the **Mass Demographic Update** feature.

Research Codes can be gridded by the students in **Box 14** on Michigan Science and Social Studies Answer Document or an authorized user can enter the Research Codes on the OEAA Secure Site using the **Mass Demographic Update** feature.

Avoiding Common Errors in Completing Answer Documents

Room Supervisors and Proctors should be alert to the types of errors examinees commonly make when completing their answer documents. When reading the instructions, test personnel should emphasize the correct procedures to avoid these errors and walk around the test room to observe examinees as they complete these steps.

Your students will use two answer documents: the WorkKeys and Michigan Mathematics answer document on MME Day 2; and the Michigan Science and Social Studies answer document on MME Day 3. Personal demographic information must be completed prior to the test day. It is very important that all testing personnel be familiar with the instructions on completing the personal demographic information.

When completing the demographic information during the pretest session:

- grid only one oval per column.
- start with the first box and first column of ovals in the block.
- grid name and address in addition to writing them in the spaces.

1	SITE NAME AND ADDRESS	
<h1 style="margin: 0;">City High School</h1>		
School/Company		
<h1 style="margin: 0;">Anytown Comm. School Dist.</h1>		
District/Institution		
<h1 style="margin: 0;">Anytown</h1>	<h1 style="margin: 0;">Iowa</h1>	<h1 style="margin: 0;">11111</h1>
City	State	Zip Code

2	NAME	
Last Name	First Name	MI
<h1 style="margin: 0;">ADAMS</h1>		
<h1 style="margin: 0;">JOHN</h1>		
<h1 style="margin: 0;">G</h1>		

Verbal Instructions for Completing Demographics on Answer Documents

Read and become familiar with these instructions prior to having students complete demographics. Read aloud all instructions in the shaded boxes. Where a series of dots appears, pause to let examinees follow instructions. Text in parentheses, for example “I/We,” is intended as an option for the testing staff to select and should not be read aloud.

ACT WorkKeys and Michigan Mathematics Answer Documents:

Distribute the answer documents after all students are seated. Blank answer documents may be counted and given to the first student in each row to pass back.

When everyone is seated and you have everyone's attention, say:

The information that you provide when you fill out your answer document will be used to prepare reports. Follow my instructions carefully.

Your answer document will be scanned by a computer. It is essential to follow directions and to accurately grid the information. I (we) will now distribute the WorkKeys and Michigan Mathematics answer documents. . .

Use only a Number 2 soft-lead pencil. Do not use a ballpoint pen or colored pencil. If you do not have a Number 2 pencil, please raise your hand. . . Make all marks heavy and dark. Fill in each oval completely, but do not extend your pencil marks outside the ovals. Do not make marks anywhere on your answer document except as directed. Turn your answer document so that page 1 faces you.

In block **1** fill in the oval for the month in which you were born. Write the day and year of your birth in the appropriate boxes and fill in the corresponding ovals. The century has been pre-gridded for you.

Look at block **2**. Print your name in the boxes labeled “Name.” Begin in the first box and enter your last name. Then enter your first name where indicated and finally enter your middle initial where indicated. . .

Now fill the corresponding oval beneath each letter and the blank oval beneath each empty box. . .

In block **3**, enter your Social Security number and fill in the corresponding oval in each column. Leave the last two shaded columns blank. (If a student does not want to provide his or her Social Security number, this field can be left blank and an ID number will be assigned when the answer document is processed.)

Block **4**. Do not make any marks in this field.

In block **5**, fill in the oval for your gender.

Moving on to block **6**, fill in the oval beside the phrase that best describes your racial group as generally recognized by your family and friends.

Do not enter any data in block **7**; this is a school use only section.

Please do not write in block **8**. I (we) will place a barcode label on your answer document.

In block **9**, print the name of your school on the first line. Do not use abbreviations. On the second line, print the name of your district. Finally on the last line print the city, state, and zip code for your school.

Once students have completed filling out their demographic information for the WorkKeys and Michigan mathematics answer document, collect all answer documents. The answer documents should be placed in a separate box before handing out the next set of answer documents.

Distribute the Michigan Science and Social Studies answer documents as directed below. Blank answer documents may be counted and given to the first student in each row to pass back.

When you have everyone’s attention, say:

Remember, the information that you provide when you fill out your answer document will be used to prepare reports. Follow my instructions carefully.

I (we) will now distribute the Michigan Science and Social Studies answer documents. . .

Remember, use only a Number 2 soft-lead pencil. Do not use a

Michigan Science and Social Studies Answer Documents:

ballpoint pen or colored pencil. Turn your answer document so that page 1 faces you.

In block **1** fill in the oval for the month in which you were born. Write the day and year of your birth in the appropriate boxes and fill in the corresponding ovals. The century has been pre-gridded for you.

Look at block **2**. Print your name in the boxes labeled "Name." Begin in the first box and enter your last name. Then enter your first name where indicated and finally enter your middle initial where indicated. . .

Now fill the corresponding oval beneath each letter and the blank oval beneath each empty box. . .

In block **3**, enter your Social Security number and fill in the corresponding oval in each column. Leave the last two shaded columns blank. (If a student does not want to provide his or her Social Security number, this field can be left blank and an ID number will be assigned when the answer document is processed.)

Block **4**. Do not make any marks in this field.

In block **5**, fill in the oval for your gender.

Moving on to block **6**, fill in the oval beside the phrase that best describes your racial group as generally recognized by your family and friends.

Do not enter any data in block **7**; this is a school use only section.

Please do not write in block **8**. I (we) will place a barcode label on your answer document.

In block **9**, print the name of your school on the first line. Do not use abbreviations. On the second line, print the name of your district. Finally on the last line print the city, state, and zip code for your school.

Use of Class/Group Number (Block 13) and/or Research Codes (Block 14) is a local district **option**. Follow the directions for Block 13 and/or Block 14 only if applicable. If your students will not be gridding the Class/Group Numbers or Research Codes on their answer document, they only need to complete page 1, and you should skip the directions for Block 13 and Block 14.

Block 13 – If your students will be gridding the Class/Group Numbers on their answer document, provide the Class/Group Numbers that the students should grid, using directions provided by your MME Test Supervisor. Read the following directions to your students.

Now turn your answer document over to the back page (page 12). Find Block **13**. In this block, you will mark the Class/Group Number for each subject area. Follow my instructions carefully.

Use directions provided by your MME Test Supervisor to assist the students in completing Block 13 for each subject area.

Block 14 – If your students will be gridding Research Codes on their answer document, provide the students with the information that they will need to complete the Research Codes in Block 14. If your students need to grid the research questions and response options on their answer documents, it will be provided by your MME Test Supervisor.

Now find Block 14 at the top right of page 12. Follow my instructions carefully to complete this section.

End Of Pretest Session

Once students have completed filling out their demographic information for the Michigan Science and Social Studies answer document, collect all answer documents. The Michigan Science and Social Studies answer documents should be placed in a separate box from the WorkKeys and Michigan Mathematics answer documents. This completes the student portion of the pre-test gridding on the answer documents.

The Test Supervisor, Back-up Supervisor, and Test Accommodations Coordinator can begin the process of applying the correct student barcode labels to the answer documents prior to test day.

Begin with the MME WorkKeys and Michigan Mathematics Answer Documents. Compare the answer documents to the student labels. Once an EXACT match of the answer document to the student label is found, carefully place the label in Box 8. The label should fit within the box and not flow over to one side or the other.

Continue this process with all remaining answer documents. Once all MME WorkKeys and Michigan Mathematics Answer Documents have student gridded data and labels applied, organize the answer documents in preparation for test day. Once completed, place them back in a box to store until test day.

Next, gather the MME Michigan Science and Social Studies Answer Documents and labels. Compare the answer documents to the student labels. Once an EXACT match of the answer document to the student label is found, carefully place the label in Box 8. The label should fit within the box and not flow over to one side or the other.

Continue this process with all remaining answer documents. Once all the MME Michigan Science and Social Studies Answer Documents have student gridded data and labels applied, organize the answer documents in preparation for test day. Once completed, place them back in a box to store until test day.

Note: If a barcode label cannot be found for a student's answer document, or if the information on the barcode label is not correct, the Test Supervisor should use the OEAA Secure Site to print a barcode label.

Box 7 – School Use Only

Between now and test day, complete the information in Box 7 – School Use Only Report Codes, on both answer documents, WorkKeys and Michigan Mathematics (Day 2), and Michigan Science and Social Studies (Day 3).

Report Codes—Schools must make the decision as to whether these ovals should be gridded, using the following guidelines. Fill in ovals for all that apply.

- **Home Schooled**—If a student is home schooled, fill in the Home Schooled oval. This will ensure that home-schooled students' scores will not be included in the district or school reports. Home-schooled students are **not** required to take the Michigan Merit Examination, but may test at their local public high school. Public schools are required to administer the MME to home-schooled students who reside in their district, wish to test, and meet eligibility criteria for the MME Fall 2007 Retest. Schools will receive separate reports for home-schooled students, as well as a parent report for each home-schooled student. The parent report should be forwarded to the parents of each home-schooled student.
- **Formerly Limited English Proficient (LEP)**—A student is designated as formerly LEP when he or she is no longer designated as an English Language Learner (ELL) by a school or school district; or is no longer receiving support services to acquire English language proficiency. This designation must be used to track student achievement for two years after the ELL designation has been removed. (No Child Left Behind, Title III, Subpart 2, Section 3121.)
- **Homeless**—A homeless student is one who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in shelters, abandoned buildings, cars, and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, or campgrounds.
- **Native Language for English Language Learners (ELL) and Formerly LEP students**
 - ☐ Spanish
 - ☐ Arabic
 - ☐ Chaldean
 - ☐ Other Language

Test Day Activities

The directions in this section are designed to help ensure a smooth administration of the MME (WorkKeys and Michigan Components). If you have problems, many of the solutions are listed in this section, and PEM is always available to help on test days.

As noted in our policies, testing personnel must administer the tests in a nondiscriminatory manner and in accordance with all applicable laws. Slight differences in your perceived behavior can be magnified by examinees under stress.

Be sure every Room Supervisor that is testing students with accommodations has a complete *MME Administration Manual for Students Testing with Accommodations* (this replaces the standard *MME Administration Manual*).

MME Accommodations Report

An MME Day 2 and Day 3 Accommodations Report (see page 74 and 75) must be completed for all students testing with accommodations. Enter each student's name and timing code. As each test is completed, enter the actual amount of time that each student used. Irregularities that could affect a student's score are to be reported on the Irregularity Report (page 77) and returned to PEM according to the Return packing instructions. Specific irregularities are described on pages 38 - 42.

Authorized Observers

Staff from OEAA, PEM, and/or ACT may conduct on-site visits during the MME administration. Authorized observers will have identification and a letter of introduction from ACT. The on-site visit may or may not be announced in advance.

Unauthorized Observers and Media

To protect examinees from anxiety and distractions, unauthorized persons—including parents, guardians, children, recruiters, employers, and members of the media—must not be allowed to enter, observe, or photograph test rooms or preliminary activities. They must stay away from the test site until after the administration. Under **no** circumstances are cameras of any type allowed in the test rooms.

Media coverage must be limited to meeting with examinees, with their consent, after the test administration and away from the test rooms.

Please inform PEM (800/204-4109) of any media requests to report on a test administration. PEM will contact ACT and/or MDE. This will help to ensure each request or question is answered uniformly.

Testing Staff List

A complete MME Testing Staff List is **required** for each test administration. A blank form is included in this manual (see page 83). Instructions for completion are printed on the form. (A separate form is included in the MME Accommodations Manual for accommodated testing.) List **all** personnel involved in administering the tests, including anyone assisting with materials or security. If you have any questions, contact PEM.

Admitting Examinees to the Test Room

Control who enters and leaves the test room at all times. Do not allow examinees to enter the test room until the room is properly prepared, the test materials are secure in a location where examinees cannot have access to them, and the Room Supervisor is ready to admit examinees. Admit examinees by checking them in, one-by-one, at the door of the test room. Do not allow an examinee to enter the room unless the Room Supervisor has verified the examinee's identification. If an examinee cannot present acceptable ID at the door, do not admit him or her to the room. After ID is checked, admitted students must stay in the test room. If it is necessary for an examinee to leave, recheck ID upon his or her return.

Ensure that all cell phones, ipods, or electronic devices including those of testing staff, are turned in to the Room Supervisor. Make sure the device is turned off, place the device in an envelope with the student's name on it, and return to the student when testing is completed for the day. Do not allow examinees or staff to bring food or drink, including water, into the test room unless pre-authorized due to a medical necessity.

Identification of Examinees

All examinees are required to present an acceptable form of identification (see pages 35 and 36) or be personally recognized (face-to-face) by a school faculty member *before* being admitted to the test room. If an examinee without acceptable ID is permitted to test, the answer document *will not be scored*—even if acceptable ID is presented later. You must mark the roster to indicate type of ID accepted.

Indicate the form of identification accepted for admitting each examinee:

P = Photo ID

L = ID Letter (School or Notarized)

R and initials = Personal Recognition by Testing/School Staff

— = Absent (Absence must be indicated to verify an examinee was not present.)

Collect all of the following items you accept as identification and send them to PEM with the roster after testing. Collect and send the actual item presented, not a photocopy (see page 35).

- School Identification Letters*
- Notarized Statements*
- Transcripts*
- Newspaper/publication clippings

**Must be signed by the examinee on test day, in the presence of a staff member.*

Acceptable Identification

All identification must be *original*, not a photocopy or reproduction. No stamped, computer generated, or reproduced signatures are allowed.

<hr/> Current Official Photo ID Roster Notation = P	<ul style="list-style-type: none"> • Current (not expired); AND • Issued by a school, employer, or city/state/federal government agency; AND • Show the examinee's first and last names; AND • Current photo clearly recognizable as the examinee. • Signature not required. • <i>Examples: driver's license, passport, school ID</i>
<hr/> Recent Published Individual Photo Roster Notation = P	<ul style="list-style-type: none"> • Must be original, not a photocopy or reproduction; AND • Published within the last two years; AND • An individual (not a group) photo, clearly recognizable as the examinee; AND • Examinee's first and last names in the caption. • Signature not required. • <i>Examples: newspaper, school yearbook</i>
<hr/> Identification Letter Roster Notation = L	<ul style="list-style-type: none"> • On original, official school letterhead. If the official letterhead is computer generated or photocopied, it must be embossed with a raised or inked school seal; AND • Individually completed and signed, in ink, by a school counselor or other school official—who may not be a relative; AND • Signed by the examinee, in ink, in the presence of that school official; AND • Examinee's name and a full description including age, gender, height, weight, race, hair and eye color, OR • Attached, recent (within two years), recognizable photograph with a school seal or the school official's ink signature across a portion of the photo.
<hr/> Notarized Statement with Photo Roster Notation = L	<ul style="list-style-type: none"> • Sworn statement by a notary public—who may not be a relative—identifying the examinee by name; AND • Attached, recent (within two years), recognizable photograph with the notary seal or stamp across a portion of the photo; AND • Signed by the examinee, in ink, in the presence of the notary public.
<hr/> Transcript with Photo Roster Notation = L	<ul style="list-style-type: none"> • Signed in ink by a school counselor or other school official—who may not be a relative; AND • Attached, recent (within two years), recognizable photograph with the school official's signature or school seal across a portion of the photo; AND • Signed by the examinee, in ink, in the presence of that school official.
<hr/> Staff Recognition Roster Notation = R plus staff initials	<ul style="list-style-type: none"> • Examinees without any ID may be admitted only if they are personally recognized, face-to-face, by a member of the school faculty who is not a relative of the examinee; AND • That staff member's initials <i>must</i> be printed legibly beside the examinee's name on the roster (without staff initials, personal recognition is invalid).

Note: If all examinees in a room were recognized by the same faculty member, you may state that on the roster, indicating the name of the staff member (e.g., "all students in this room were recognized by _____").

Examples of Unacceptable Identification

- Birth certificate
- ChildFind ID card
- Credit, charge, bank, or check cashing cards, even with a photo
- Diploma
- Family portrait or graduation picture, even if the name is imprinted on the photo
- Fishing or hunting license

- Learner's driving permit, temporary or replacement driver's license, if it does not include a photograph
- Organization membership card
- Passport or other photo so old that the person presenting it cannot be identified
- Personal recognition by anyone not working as a member of the test day staff, including classmates, parents, counselors, and teachers
- Photo with examinee's name embossed or printed on it by a photographer
- Photocopies or reproductions
- Photos issued by a business for promotional purposes (e.g., amusement parks)
- Police report of a stolen wallet or purse
- Printed, stamped, or photocopied signatures
- Report card
- Social Security card
- Traffic ticket, even with a physical description and signature
- Web page with photo

Examinees Without Identification

Do not admit examinees without identification to the test room. If examinees can arrange for the ID to be presented **before the test booklets have been distributed**, or if the examinee is personally recognized by a member of the testing staff, he or she can be admitted. Do **not** delay testing waiting for a student to bring identification or allow testing of late examinees.

Under **no** circumstances may an examinee be admitted after test booklets have been distributed. Dismiss examinees without ID.

Left-handed Examinees

You must determine who will need a left-handed writing surface if you are not using tables. Either ask examinees as they are checked into the test room if they require left-handed desks or write a statement on the board telling left-handed examinees to report to the Proctors for proper seating assignments.

Directing Examinees to Seats

After an examinee has been identified and the roster marked, direct the examinee to a seat. **Do not allow examinees to choose their own seats.** Direct left-handed examinees to appropriate seats (see page 18).

To reduce the opportunity for prohibited communication, examinees who arrive together must not sit near each other. You may want to direct the first examinee to the extreme left side of the room, the second examinee to the middle of the room, the third to the right side, and so on.

Proctors can direct the examinees by standing beside the desks to be used or at the front of rows to be filled. If you are using tables large enough for more than one examinee, direct the first examinee to the first table, the second to the second table, and so on. After one examinee has been seated at each table, seat a second examinee at each table.

Seating examinees alphabetically is usually acceptable. However, if you notice two examinees who are obviously together, be sure they are separated before testing starts. **Be sure all examinees face the same direction.**

Unauthorized Testing Aids

The use of scratch paper, notes, or any foreign language or other dictionary (unless used as an approved accommodated condition) is not permitted. Examinees should do any scratch work in the test booklets.

Guessing

Instructions about guessing are printed in the test booklets. If examinees ask you about guessing, refer them to these instructions. **Do not comment on or add in any way to the printed directions.**

Examinee Questions about Test Items

If an examinee has a question or concern about a particular test item, instruct the examinee to “just do the best you can.” Do not comment on or add in any way to the assessment. Avoid discussing examinee concerns during the assessment because this takes up testing time and may distract other examinees. After the assessment, include an explanation of the examinee’s question, the test name, and the Test Form Number on the MME Irregularity Report (page 77) and return it with the answer documents to be scored. If the examinee wants a response, be sure to include the name and address to which the response should be directed.

Irregularities

It is critical that any incident involving an injury to one or more examinees, or damage to the test center, be clearly and completely documented.

Irregularity Report

Complete an MME Irregularity Report (page 77) for each room in which an individual or group irregularity is observed, and return it with your answer documents. Report and describe in detail any irregularity, especially those that could affect test scores. Include the names of examinees who were dismissed from, or who left, the test center without completing the tests. Copies of all completed Irregularity Reports should be kept in the school. **If there are no irregularities in any rooms at your test center, it is not necessary to return a report.**

Group Irregularities

A group irregularity is one that affects a group of examinees (e.g., one room or the entire center). If this occurs, follow the instructions below and call PEM as soon as possible. Remember to safeguard the security of the test materials at all times.

Disturbances and Distractions

If a disturbance or distraction occurs that affects examinees' concentration and it cannot be stopped, or the examinees cannot be moved to a quieter location, immediately call PEM. Do not dismiss examinees until you have received instructions. If you do not have a Proctor to assist you, stop the test and collect the test booklets and answer documents before leaving the room to call PEM.

Report all disturbances and distractions, however minor (including examinee illness), on your Irregularity Report. Remember that examinees who are not familiar with your facility may be distracted by sounds or movements that do not seem distracting to you.

Emergency Evacuation

In the event of an emergency evacuation, your first concern must be for the safety of your examinees and your testing staff. If an emergency occurs, note the testing time that has elapsed and—if time permits—have examinees close their test booklets and place their answer documents inside them.

Collect the test booklets only if time permits. Instruct the examinees and staff to leave the building. If it is safe to do so, lock the test room. Call PEM as soon as you can safely reach a telephone.

Inclement Weather

If the weather in your area is threatening, **wait** to cancel an administration until the decision to do so is absolutely clear, preferably on the morning of the test day. It is best to test, if it is possible to do so safely. If severe weather poses a danger to your center's testing staff or examinees, do not open your center.

Proceed with testing all examinees who are able to get to your test center by the designated start time. Examinees who could not attend should test on the scheduled make-up date.

You must notify PEM—by fax or by phone—as soon as the decision is made to close the center. On the test date, call PEM at 800/204-4109.

If you do test, document any inclement weather in your area on your Irregularity Report, even if only a small percentage of examinees were unable to travel.

Missing or Stolen Test Materials

A missing or stolen test booklet is the most serious irregularity that can occur at a test center, excluding those affecting the health or safety of your examinees or staff.

If—at any time—a test booklet is unaccounted for, you must immediately call PEM at 800/204-4109.

Mistiming

Tests that are mistimed constitute a serious irregularity that is difficult to resolve. **MISTIMINGS CAN BE PREVENTED BY CAREFUL SUPERVISION.** Scores cannot be adjusted to compensate for a mistiming. If a retest is necessary, a retest of **all scored** tests in that booklet is required, not just the test that was mistimed.

Extreme care must be taken to ensure the exact time is allowed. It is required that two timepieces be used in each room, and that one of these be an interval timer or a stopwatch.

If a mistiming does occur, allow examinees to make up a shortage **before leaving the room**. If a shortage on a previous test is discovered after examinees have begun work on their next test, do not interrupt their work. Wait until that test has been completed, then make up the additional time on the previous test. Document the problem and its resolution on the Irregularity Report.

If a mistiming is discovered after the examinees have left the room, call PEM immediately on the test day. This irregularity must be resolved before answer documents are scored, and early notification is critical. Please record only the affected answer documents on your Irregularity Report so the situation can be resolved as expeditiously as possible.

Power Failure

If a power failure occurs and examinees cannot be moved to a location with adequate heat, ventilation, light, and examinee spacing, try to determine from local sources when power will be restored. Then, call PEM immediately to determine what to do next.

Do not dismiss examinees until you have received instructions to do so. If you do not have a Proctor to assist you, collect the test booklets and answer documents before leaving the test room to call PEM.

Individual Irregularities

An individual irregularity is one that affects a single person or several individuals involved in a single circumstance (e.g., communicating answers to each other). Follow the directions for each type of individual irregularity as described below.

Note: Any time you observe behavior that requires dismissal and voiding of an answer document, **be sure you inform the examinee the answer document will not be scored and the reasons for your action**. Each instance must also be documented on the Irregularity Report. Keep a copy of all Irregularity Reports in your school.

Defective Test Materials

Replace a defective test booklet or answer document as quickly as possible so the examinee does not lose time.

- Be sure the replacement booklet is the **same test form** as the defective booklet.
- If it is not possible to give the same test form, give the student another test booklet. (Attach the answer document to the Irregularity Report at the end of the test session.)
- If a change in a test form occurs during the WorkKeys test administration, call PEM immediately for further directions.
- Print “Defective Material Void” on the cover of the test booklet or across the front of the answer document and attach it to the Irregularity Report. Explain the circumstances on the Irregularity Report.
- If an answer document is defective, the examinee must transfer, under your supervision, all information exactly as originally noted to a new one **after the test session**.
- Call PEM for further directions if you do not have sufficient materials to replace those that are defective.

Duplicating Test Materials

Testing personnel and examinees are not permitted to duplicate or record any part of the MME assessments by copying, taking notes, photographing, scanning, or using any other means. All answer documents and test booklets must be returned to test center personnel. No portion of these materials may be retained by examinees.

If you observe an examinee using photographic, scanning, or recording devices during the test or removing pages from a test booklet, follow the procedures in Dismissal for Prohibited Behavior or Refusal to Turn In Test Materials.

In all cases, examinees observed using photographic, scanning, or recording devices, or observed removing pages from a test booklet, are to be dismissed, the device confiscated or cleared, and the answer document marked **Prohibited Behavior** in Box 7 - School Use Only on page 1 of the answer document. Inform the examinee the answer document will not be scored and include all necessary information on the Irregularity Report. Call PEM (during the test, if possible) to determine if any additional action is required.

Failure to Follow Directions

Only answers marked properly on the answer document during the time allowed for the test can be scored.

- **Unauthorized Marking of Responses in Test Booklet Instead of on Answer Document.** Unless the examinee has an accommodation that allows the examinee to mark their answers in the test booklet or on a large-type worksheet, only responses marked on the answer document during the time allowed for the test will be scored. If an examinee without an approved accommodation has mistakenly marked responses in the test booklet and has not transferred them to the answer document, instruct the examinee to:
 1. Immediately transfer responses for the current test from the test booklet to the answer document.
 2. Continue testing by marking answers only on the answer document.
 3. Only responses marked on the answer document during the allowed time will be scored. Therefore, do NOT allow the examinee to transfer responses from prior tests for which time has already been called, and do NOT allow the examinee to transfer responses during the break or after the test.
 4. Document the situation on the Irregularity Report.

PEM will **NOT** transfer responses from the test booklet to an answer document. Unless the examinee requests the answer document be marked VOID, it will be scored as received.

- **Marking Responses in a Future Section of Answer Document** (e.g., marking responses in the section for Test 2 during administration of Test 1). As soon as this error in marking is detected, give the examinee a new, blank answer document and:
 1. If time remains on the current test, instruct the examinee to begin marking responses in the correct section of the answer document, beginning with the next item.
 2. If time has been called on that test, instruct the examinee to begin marking responses in the correct section of the new answer document, beginning with the next test.
 3. After testing is completed, supervise the examinee as he/she transfers the information on side 1 of the answer document and all previous test responses from the first answer document to the correct sections on the new answer document. (**This transfer must occur under close supervision and without access to the test booklet.**)
 4. Mark the first answer document “REPLACED,” document the situation in detail on the Irregularity Report, and attach the replaced answer document to the report. Return the new answer document for scoring.

- **Marking Responses in a Previous Section of Answer Document** (e.g., marking responses in the section for Test 1 during administration of Test 2) or **Working on Wrong Test** (e.g., working on Test 2 during time allowed for Test 1). Both of these situations are considered prohibited behavior (working ahead or behind). Follow the procedures in Dismissal for Prohibited Behavior on page 42.

Irrational Behavior

If an examinee acts in an irrational or violent manner, proceed as follows:

- Try to prevent other examinees from being interrupted, affected, or involved.
- Collect and retain the examinee's test materials without physical force.
- Dismiss the examinee from the test room as quietly as possible, without physical force or contact.
- If necessary, call security or police to protect staff and other examinees' safety.
- Inform the examinee that the answer document will not be scored.
- Give a detailed explanation on the Irregularity Report, mark the answer document VOID, and attach the examinee's test materials to the report.

Prohibited Behavior

If an examinee is engaging in prohibited behavior, proceed in a way that does not cause unnecessary further disturbance. Some disturbance may be inevitable. Treat the offender reasonably and firmly. Follow the procedures in Dismissal for Prohibited Behavior exactly and continue testing.

Prohibited behaviors include:

- looking back at a previous test on which time has already been called
- looking ahead in the test booklet (outside the current section)
- looking at another examinee's test booklet or answer document
- giving or receiving assistance
- using an unauthorized calculator
- using calculators on any test other than the Applied Mathematics and Michigan Mathematics tests
- using any device to share or exchange information at any time during the tests or during break (all electronic devices, including cellular phones and pagers, must be turned off from the time the examinee is admitted to test until dismissed after testing concludes)
- attempting to remove test materials, including test questions or answers, from the test room by any means
- using highlight pens, colored pens or pencils, notes, dictionaries, or other aids
- not following instructions or abiding by the rules of the test center
- exhibiting confrontational, threatening, or unruly behavior
- creating a disturbance or allowing an alarm, pager, or phone to sound in the test room
- filling in ovals after time has been called

Have a colleague verify your observation if possible. However, if you are **certain** an examinee is engaging in prohibited behavior and are supervising a room without assistance, dismiss the examinee based upon your own observation. The Test Supervisor does not have to be called to the room to verify the activity.

If you **suspect** an examinee is engaged in prohibited behavior, discreetly warn him/her that these activities are prohibited and continue close observation. To discourage looking at someone else's answer document, or giving or receiving assistance, move the examinee to another seat. If you suspect an examinee has filled in ovals after time was called, warn the individual immediately. Document your suspicions and actions on the Irregularity Report.

You do not need to observe prohibited behavior if you are certain it occurred. For example, if you are certain that five ovals left unfilled at the end of a test section were filled in after time was called, you may dismiss the examinee. **You must inform the examinee that the answer document will not be scored.**

Dismissal for Prohibited Behavior

If you decide to dismiss an examinee, follow these procedures exactly:

1. Take action immediately without creating a disturbance. If you cannot, wait until the end of the current timed test.
2. Collect the answer document and test booklet.
3. Tell the examinee:
 - a. You observed or are certain of the prohibited behavior.
 - b. He/she is being dismissed because of the behavior.
 - c. The answer document will not be scored.
4. Fill in the **Prohibited Behavior** bubble in **Box 7 - School Use Only**, on page 1 of the student's answer document. Do this in the presence of the student if possible.
5. Complete a detailed Irregularity Report that includes:
 - a. The time of the incident and the name(s) of the examinee(s).
 - b. The test room of the examinees.
 - c. The details of what you observed.
 - d. The statements you and the examinee(s) made.
 - e. The names of the staff who observed or were certain of the irregularity.
6. Return the answer document to the Test Supervisor with the answer documents to be scanned. Do not attach it to the Irregularity Report.

PEM will not score the answer document(s) if you follow these procedures. However, if you do not inform the examinee that the answer document will be marked Prohibited Behavior and clearly indicate this on the Irregularity Report, the answer document will be scored.

Voiding Answer Documents

Mark an answer document VOID and staple it to the Irregularity Report for the following reasons **only if**:

- An examinee becomes ill and **asks** that the answer document not be scored.
- An examinee asks that the answer document not be scored for any reason.
- An answer document is defective or an examinee marked in a future section and the answer document has been replaced (void only the original document that was replaced).

Report and document the reason for voiding all answer documents on the Irregularity Report. No portion of the answer document will be scanned or scored after it is marked VOID.

Refusal to Turn In Test Materials

Examinees must return all test materials before leaving the test room. If an examinee refuses to turn in a test booklet, warn the examinee that the police will be contacted and this action may result in fines and imprisonment. Call PEM immediately and describe the situation in detail, including the examinee's name and Social Security or ID number (from your roster) and the test booklet number. Do not place yourself in a position of physical danger, and do not leave other test materials or examinees unattended.

Administering the MME Day 2 and Day 3

All sections of the MME must be administered under supervised, timed, secure, standardized testing conditions. No test room may be left unattended by testing personnel at any time. Do not leave the room even if only one student is testing. To ensure security of test materials, distribute answer documents and test booklets only when directed by the verbal instructions, not prior to arrival of the students. Students with different timing codes must NOT test in the same room.

The maximum length of each test session will vary depending on the timing guideline assigned to each student. The maximum number of minutes allowed for each test for each timing code will be provided at the beginning of the verbal instructions to students for each test administration.

Sequence of Tests

For all timing codes, the MME tests must be administered in the sequence listed. The student must complete the entire *ACT Plus Writing* test (according to ACT directions) **before** beginning the MME Day 2 assessments. The sequence for the MME Day 2 and Day 3 tests is as follows:

1. MME Day 2 – Section A – WorkKeys Reading for Information
2. MME Day 2 – Section B – WorkKeys Applied Mathematics
3. MME Day 2 – Section C – Michigan Mathematics
4. MME Day 3 – Section A – Michigan Science
5. MME Day 3 – Section B – Michigan Social Studies and Writing – Part 1
6. MME Day 3 – Section C – Michigan Social Studies and Writing – Part 2

Each student testing with accommodations must complete the tests in the sequence listed above during the accommodations testing window. If the tests are being administered to a group of students that has the same accommodation type and the same timing code, and one of the students is absent during one of the sessions, the student who was absent must continue the MME with the next test in their sequence when they return, regardless of what section the other students are currently working on. Students may **not** take the tests out of sequence.

Timing the Tests

Each room must use two timepieces to time the test, as a precaution in the event one fails. It is recommended that one of the timepieces be an interval timer or stopwatch. Do not use a cell phone as one of your timepieces.

As you begin timing each test, record the actual Start time, calculate the time remaining, and record the Stop time for each test on the Verbal Instructions page. Check your time and calculation carefully before you call Stop.

Record the time each student finishes each test. Calculate the minutes actually used by each student on each test (e.g., total minutes from the start of the Reading for Information test to the time the student finishes the Reading for Information test). Record the minutes actually used by each student on the *MME Accommodations Administration Report*. Blank form on page 74 and 75 in this manual.

All students in the room must work on the same test at the same time. They must begin the test at the same time and move on to the next test at the same time. If all students in the room finish a test before time is called, you may stop and move on to the next test, or dismiss the students if it is the last test you are administering in this session.

Students are to sit quietly, until everyone is finished. They may not read or engage in any other activity which might distract others. A student may not be dismissed for an extended break to resume later and finish testing. You may choose to assign students (with the same timing code) who generally work at the same pace to test as a group in the same room.

The maximum length of each test session will vary depending on the timing guideline assigned for each student. You must be sure to use the correct maximum number of minutes in the verbal instructions for each test session based on the students' timing code. See Timing Code – Minutes Allowed Chart below.

Timing Code – Minutes Allowed Chart

Test	Standard Time (Timing Code 400)	Time and One-half (Timing Code 150)	Double Time (Timing Code 200)	Three Hours (Timing Code 300)
WorkKeys Reading for Information	45 minutes	68 minutes	90 minutes	180 minutes
WorkKeys Applied Mathematics	45 minutes	68 minutes	90 minutes	180 minutes
Michigan Mathematics	20 minutes	30 minutes	40 minutes	180 minutes
Michigan Science	50 minutes	75 minutes	100 minutes	180 minutes
Michigan Social Studies – Part 1	50 minutes	75 minutes	100 minutes	180 minutes
Michigan Social Studies – Part 2	50 minutes	75 minutes	100 minutes	180 minutes

Announcement of Time Remaining and Time Allowed

A verbal announcement of time remaining must be made at 5 minutes before the end of each test. If the test is at least 90 minutes long, announcement of time remaining must also be made at 30 minutes before the end of the test. You may post the Start and Stop times or time allowed for each test on the board (e.g., Reading for Information Test – 90 minutes, Start Time – 8:45, Stop Time – 10:15). Verify your calculations before writing the time on the board. Do **not** write time remaining on the board as it can be confusing depending on when the students check it.

Breaks Between Tests

Students may take a break between tests if more than one test is being administered in a single session. The break time is not to exceed 15 minutes.

Students Who Leave During the Test and Return

Students may go to the restroom during testing, but it is best not to announce it. (Restroom breaks are permitted between tests.)

Collect test booklets and answer documents from students who go to the restroom and return them when the student returns to the test room. Unless the student has an accommodation that specifies stop-the-clock breaks, the student may not make up lost time. The absence does not need to be recorded on the Irregularity Report.

If two or more students are permitted to leave at the same time, or if other rooms have been dismissed, the students must be accompanied by a Proctor. If no Proctor is available, only one student may leave the room at a time. **Do not leave the test room unsupervised at any time.**

Students Who Leave Early

Students are to remain seated until all test materials are accounted for and they are dismissed after testing is completed. If a student insists on leaving early, or if a student does not return from break, collect and secure the test booklet and answer document. Document the situation on the Irregularity Report. Determine whether the student will be scheduled to start the next test in sequence on another day. The student may **not** return to a test after the session is completed (even if the student did not complete the test).

Students Who Become Ill After Testing Begins

A student authorized for extended-time testing over multiple days, who becomes ill and must leave the test session, may come back and finish the **remaining** tests at any time within the 14-day test window. It is in the student's best interest to either complete a test before leaving or not begin a new test if they are ill. When the student resumes testing, they may **not** return to the test that was being administered at the time of dismissal (even if the test was not completed), but must begin the next test in sequence.

If the answer document is to be scored, all tests attempted will be scored. It is not possible to score only certain tests. Complete the Irregularity Report if a student leaves before the end of a test session and continues testing (with the next test in sequence) at a later time.

Assignment of Test Materials

The MME Day 2 Test Booklet and answer document contain three tests: WorkKeys Reading for Information, WorkKeys Applied Mathematics, and Michigan Mathematics. The MME Day 3 Test Booklet and answer document also contain three tests: Michigan Science, Michigan Social Studies Part 1, and Michigan Social Studies Part 2.

If students will not be taking all three tests in a booklet during the same test session, collect the test booklets and answer documents at the end of each test session. **At the beginning of the next test session, be sure that each student receives their own test booklet and answer document to begin the next test.**

Monitoring the Test Room

The Room Supervisor (and Proctor if more than 10 students are testing) must be present in the room during the entire test session. Monitoring students through glass partitions or via security cameras is not acceptable. Testing staff must be in the room to be sure each student is working on the correct test, and to guard against prohibited behavior. **The students must not be left unattended at any time during the test session.**

MME Day 2 and Day 3 Testing with Accommodations:

Test Day

Follow directions for **Admitting Examinees to the Test Room, Identification of Examinees, and Directing Examinees to Seats**, on pages 34 to 36 in this manual.

Required Forms

An MME Accommodations Report, Seating Diagrams, and Test Booklet Count Forms are required for each test room used. Blank form masters are included in this manual on pages 74 through 83. They are also available on the MME website at www.michigan.gov/mme. Instructions for completion are printed on the forms. If you have any questions, contact PEM.

Starting Time

Testing may begin as soon as all students have been identified and seated.

ABSOLUTELY NO ONE MAY BE ADMITTED TO THE TEST ROOM AFTER TEST BOOKLETS HAVE BEEN DISTRIBUTED. If this policy is violated, the answer documents for the students admitted late will not be scored.

Avoiding Common Errors in Completing Answer Documents

Room Supervisors and Proctors should be alert to the types of errors examinees commonly make when completing their answer documents. When reading the instructions, test personnel should emphasize the correct procedures to avoid these errors and walk around the test room to observe examinees as they complete these steps.

When completing each assessment section:

- grid the appropriate test form code in addition to writing the code in the boxes and the name in the space provided.
- emphasize that examinees must mark their responses on the answer document, not the test booklet. No additional time will be allowed for transferring answers marked in test booklets unless an accommodation is used.

Verbal Instructions – General Information

To ensure standardized conditions, it is important that Room Supervisors read the following verbal instructions to students exactly as they are written. These instructions are written for students testing with accommodations. **You will need to insert the number of minutes allowed for each test using the *Timing Code – Minutes Allowed Chart* on page 44, based on the student’s accommodation.**

If you are testing more than one student, all students in the same room must have the same timing code. All students must face the same direction. All students in the room must begin each test at the same time. The verbal instructions to students are written for sessions with more than one student. If you are testing a single student alone, adjust the instructions accordingly.

Tests may be administered to students over multiple days in multiple sessions, however, each test must be completed during one session.

Practice reading the instructions before test day. Make sure that you have inserted the correct number of minutes for the timing code that is being administered. On test day, read aloud all instructions in the shaded boxes. Where a series of dots appear, pause to let students follow instructions. Look at the students to be sure that they are following the instructions. (Text in parentheses is an option for testing staff to insert.)

Verbal Instructions for Administering *Reading for Information*

This (morning), you will begin part 2 of the Michigan Merit Examination, starting with the WorkKeys Reading for Information test.

Eating, drinking, and use of reading materials are not permitted in the test room. The use of timers, cell phones, ipods, pagers, or electronic devices of any kind is not allowed at any time during testing, including during breaks. If you have a cell phone, ipod, pager, or other electronic device with you, please bring them to the front of the room now. Make sure that each device is turned off. I will give you an envelope to place your items in. Please write your name on the envelope. I will keep the envelope until we have completed all testing for today. **Please be sure that each device is turned off before you place it in the envelope. If your phone or other device is activated or sounds during testing, you will be dismissed and your answer document will not be scored.** If you brought a calculator, put it away now; you may use it only during the mathematics tests. . .

Please clear your desk of everything except soft lead No. 2 pencils and erasers. Place all personal items (under your seat). You will not be able to access them during testing.

Hand each examinee his/her answer document individually. Read the verbal instructions that follow to make sure each student has the correct answer document before proceeding. If an answer document is missing the barcode label, or has the wrong barcode label, indicate on the student roster and notify the Test Supervisor when turning in your answer documents.

Look at your answer document. If your name does not appear in Box 2, please raise your hand. . .

Now, please check the barcode label in Box 8. If this is not your barcode label, or if your answer document does not have a barcode label, please raise your hand. . .

Your answer document will be scored by machine. Make all marks heavy and black. Fill in each oval completely without extending your marks outside the lines. Stray marks, smudges, or errors not carefully and cleanly erased can affect the scoring of your answer document. Do not use a mechanical pencil, ink pen, or correction fluid.

Prior to handing out the test booklets, say:

I will now distribute the test booklets. Your booklet has been sealed to prevent it from being opened. Do not break the seal or open your booklet until I tell you to do so. Test booklets are the property of the Michigan Department of Education and must be returned before you are dismissed. You are strictly prohibited from disclosing test questions or response choices to anyone. When you receive your test booklet, sign and print your name on the front cover. There should be no talking.

Do not admit any late arrivals to the test room once you begin distributing test booklets. Hand out the test booklets in strict serial number order to each examinee that is present. Do not skip booklets to allow for absent examinees or leave a test booklet at an empty desk. Do not have students pass test booklets back or across aisles. Keep an exact count of the number of test booklets distributed and keep track of the order in which they were distributed for completing your Seating Diagram.

Look at your answer document. Turn to page 2 and find Box 10 at the top of the page. Fill in the bubble next to **Accommodated** form type.

Make sure all of your students have form number **0752**. This is the form for students testing with accommodations.

Now find Box 11 – Form Number.

Look at the front cover of your test booklet. A four-digit Test Form Number is printed in the lower right corner. Print that number in Box 11 on your answer document. Then fill in the corresponding oval in each column. . . If you do not fill in the correct ovals, your answer document cannot be scored accurately.

Allow students time to complete the Form Number. The Test Form Type and Test Form Number indicate which answer key will be used in scoring the assessment. Therefore, **if a Test Form Type or Test Form Number is not entered correctly, the answer document may not be scored correctly.** Then continue by saying:

Now look in the bottom left corner of your test booklet. There is a ten-digit number. This is your test booklet number. Print the ten-digit number in Box 12 on your answer document. Fill in the corresponding oval in each column. . .

Walk around the room to be sure examinees are entering the Form Type, Form Number, and Booklet Number correctly on their answer documents.

Please listen carefully to the following instructions. The use of scratch paper is not permitted. If you need to do any figuring or scratch work, write in your test booklet.

Mark only one response to each question. You will receive credit only for responses properly marked on your answer document during the time allowed for a specific test.

I will walk around the room during testing to be sure you are working on the right test and are marking your answers in the correct place on your answer document. If you have a question or need another pencil, raise your hand for assistance. Do not look around.

If you are wearing a watch with an alarm or have any other alarm device, **you must be sure it is turned off now**. If your alarm sounds in the test room, you will be dismissed and your answer document will not be scored. . .

I will keep the official time for this examination. I will announce when five minutes remain on each test to serve as a warning before time is called. It is to your advantage to answer every question. Are there any questions? . . .

If there are no questions, continue by saying. . .

The following behaviors are prohibited. You will be dismissed and your answer document will not be scored if you are:

- looking back at a test on which time has already been called
- looking ahead in the test booklet in a different section of the test
- looking at another examinee's test booklet or answer document
- giving or receiving assistance
- using an unauthorized calculator
- using any device to share or exchange information at any time during testing or during breaks
- sharing a calculator with another examinee
- using a calculator on any test other than the Mathematics Test
- attempting to remove test materials, including test questions or answers, from the test room by any means
- using highlight pens, colored pens or pencils, scratch paper, notes, dictionaries, or other aids
- not following instructions or abiding by the rules of the test center
- exhibiting confrontational, threatening, or unruly behavior
- creating a disturbance
- filling in, or altering ovals, after time has been called on each test; filling in ovals on a previous test during a later test, or filling in ovals even with the test booklet closed is prohibited and your test will be marked **Prohibited Behavior** and will not be scored. If we notice that a test has not been completed and later notice that it has been, that will be grounds for voiding your answer document.

Remember to keep your answer document flat on your desk and placed so that others cannot see it.

Please pay attention to the announcement of five minutes remaining on each test. When I call time and tell you to stop at the end of a test,



See **Timing Code – Minutes Allowed Chart** on page 44 to fill in the timing code and total minutes allowed below, **before administering the test.**

Timing Code	_____
Total Minutes Allowed	_____
Start Time	_____
30 min remain (if applicable)	_____
5 min remain	_____
Stop Time	_____

Remember to record the actual minutes for each student on the *MME Accommodations Report* – see page 74 and 75.

put your pencil down **immediately** and look up. If you finish before I call time, place your answer document inside your test booklet and close the cover. You may not read or engage in any other activity that could distract others still testing.

From this time on, there must be no talking. Listen carefully to these instructions.

Break the outer seal of your test booklet. . . Break the seal of the Reading for Information section. . .

Open to the directions page and read the directions silently as I read them aloud.

There are 33 questions in this test, a small number of which are included for developmental purposes. Answers to these developmental questions will not count toward your score.

This test measures reading skills related to success in the workplace. Each reading selection will be followed by one or more questions. Note: A heavy, black, horizontal line appears at the end of each single question or group of related questions.

Each question in the test is numbered, and the five answer options are lettered. After reading a passage, decide which answer is the best answer for each question. You may write on this test booklet to help answer the questions. Next, find the row of ovals on the answer document numbered the same as the question. Then, find the oval in that row lettered the same as your chosen answer. Finally, fill in the oval completely. Use a soft-lead pencil and make your marks heavy and dark. **DO NOT USE A PEN.**

If you change your mind about an answer, erase your first oval thoroughly before filling in the new oval. For each question, make sure you mark your answer in the row of ovals with the same number as the question.

On this test, you will not be penalized for guessing, so you should try to answer every question. If you do not know the correct answer, pick the one you think is best. Go back and check any questions you had difficulty with if you have time.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions? . . .

Determine the total number of minutes allowed for this timing code. See chart at left. Enter the total number of minutes in the blanks below. Set your stopwatch or interval timer to exactly _____ minutes (the total minutes allowed for this timing code) and say:

We are now ready to begin the test. You will have _____ minutes to work on this test. Do not mark beyond item 33 in Section A. I will announce when you have five minutes left to work. Go to the next page and begin working. . .

As you begin testing, write down the Start time, Stop time, and the five-minutes-remaining time for this test in the box on page 50. If the total number of testing minutes is 90 or more, then also determine the time to announce 30 minutes remaining on this test. Before you announce 30 minutes remaining (if applicable), five minutes remaining, and before you call stop, check your timepiece carefully against the times you have written down and verify them with the Proctor if one is in the room.

Reminder: You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when five minutes remain on the test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

If applicable, when your watch or timer indicates exactly the time to announce 30 minutes remaining, and you have double-checked the time, say:

There are thirty minutes remaining on this test.

When your watch or timer indicates **exactly the time to announce five minutes remaining**, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates **that the total number of minutes** have passed, and you have double-checked the time, say:

Stop please. Put down your pencils, close your test booklets, and look up. . .

If this is the last test that you are administering in this test session, make sure that the students have printed their name on the cover of their test booklet in the upper right corner. Go to the directions for Ending a Test Session on page 67.

If you will be administering the next test in sequence during this same test session after a break, say:

You will have a 10-minute break. Testing will resume promptly at _____. If you return late, you will not be allowed to make up lost time. Remember, you may not use phones, pagers, or other electronic devices during the break, or bring snacks or drinks back to the classroom. (If testing or classes are in progress in other rooms, remind students to be quiet in the halls.)

If school regulations permit, students may eat or drink outside the test room during break. Make sure that no test materials are taken out of the room, all booklets are closed, and all answer documents are inside the test booklets. **Do not leave the test room unattended during the break.** If any students remain in the room, monitor them closely.

Resume testing after exactly 10 minutes. Do not delay the start of the next test waiting for students who return late from break. They may be readmitted, but cannot make up lost time. Keep conversation with late arrivals to a minimum.

At the end of the break, say:

Please get ready to resume testing...Remember, if you are wearing a watch with an alarm or have any other alarm device, it must remain turned off until you are dismissed.

Clear your desk of everything except your pencils, erasers, test booklet, and answer document. Do not open your test booklet. Remove your answer document and check page 1 to be sure your name appears in Box 2. . .

Go to **Resume Applied Mathematics Testing** at the bottom of this page.

Verbal Instructions for Administering Applied Mathematics

If this is the first test that you are administering in this test session, remind students that this is part of the Michigan Merit Examination and all testing conditions still apply.

Say:

Eating, drinking, and use of reading materials are not permitted in the test room. The use of timers, cell phones, ipods, pagers, or electronic devices of any kind is not allowed at any time during testing, including during breaks. If you have a cell phone, ipod, pager, or other electronic device with you, please bring them to the front of the room now. Make sure that each device is turned off. I will give you an envelope to place your items in. Please write your name on the envelope. I will keep the envelope until we have completed all testing for today. **Please be sure that each device is turned off before you place it in the envelope. If your phone or other device is activated or sounds during testing, you will be dismissed and your answer document will not be scored.** Please clear your desk of everything except soft lead No. 2 pencils and erasers. Place all personal items (under your seat). You will not be able to access them during testing.

Hand each student his/her answer document individually, making sure that each student has their own.

Look at your answer document. If your name does not appear in Box 2, please raise your hand. . .

Then distribute the MME Day 2 test booklets to each student individually, making sure that each student gets the same test booklet that they used in the last session. Their name will be in the upper right corner.

Look at your test booklet. If your name does not appear in the upper right corner, please raise your hand. . .

Resume Applied Mathematics Testing

When you have everyone's attention, continue:

Turn your test booklet so the front cover faces up. There should be no talking.

We will now take the WorkKeys Applied Mathematics test. Look at your answer document. Turn again to page 2 and find Section B, the Applied Mathematics section.

Go to Section B - Applied Mathematics in your test booklet. Break the seal of your Applied Mathematics section now.

Turn to the directions page and read the directions silently as I read them aloud. . .

There are 33 questions in this test, a small number of which are included for developmental purposes. Answers to these developmental questions will not count toward your score.

The test measures mathematics skills related to workplace success.

Each question in the test is numbered, and the five answer options are lettered. After calculating a solution, decide which answer is the best answer for each question. Next, find the row of ovals on the answer document numbered the same as the question. Then, find the oval in that row lettered the same as your chosen answer. Finally, fill in the oval completely. Use a soft-lead pencil and make your marks heavy and dark. DO NOT USE A PEN.

If you change your mind about an answer, erase your first oval thoroughly before filling in the new oval. For each question, make sure that you mark your answer in the row of ovals with the same number as the question.

On this test, you will not be penalized for guessing, so you should try to answer every question. If you do not know the correct answer, pick the one you think is best. Go back and check any questions you had difficulty with if you have time.

You may use a calculator and a formula sheet for this test. You may use them for any problems you choose. The formula sheet can be found at the beginning of this section. You may tear this sheet out of your booklet now.

Note: Unless the problem indicates otherwise, you should assume all of the following.

1. Diagrams are not necessarily drawn to scale.
2. The word *line* indicates a straight line.
3. If a problem calls for pi (π), use the number 3.14 for that value. If you have a π key on your calculator and you use that key, your answers may not match any of the options given for the problem.
4. The word *average* indicates arithmetic mean. For example, the average of 2, 6, and 7 is calculated as follows: $(2 + 6 + 7) \div 3$.

To make sure that your calculator is working properly, please take the time to complete the following brief problems.

$$9 \times 53 = ? \quad (\text{you should get 477})$$

$$477 \div 15 = ? \quad (\text{you should get } 31.8)$$

If you did not get the answers shown in parentheses, please tell the person who is administering the test.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions? . . .



See **Timing Code – Minutes Allowed Chart** on page 44 to fill in the timing code and total minutes allowed below, **before administering the test.**

Timing Code	_____
Total Minutes Allowed	_____
Start Time	_____
30 min remain (if applicable)	_____
5 min remain	_____
Stop Time	_____

Remember to record the actual minutes for each student on the *MME Accommodations Report* – see page 74 and 75.

Determine the total number of minutes allowed for this timing code. See chart at left. Enter the total number of minutes in the blanks below. Set your stopwatch or interval timer to exactly _____ minutes (the total minutes allowed for this timing code) and say:

We are now ready to begin the test. You will have _____ minutes to work on this test. Mark your answers in Section B only. I will announce when you have five minutes left to work. Go to the next page and begin working. . .

As you begin testing, write down the Start time, Stop time, and the five-minutes-remaining time for this test in the box at left. If the total number of testing minutes is 90 or more, then also determine the time to announce 30 minutes remaining on this test. Before you announce 30 minutes remaining (if applicable), five minutes remaining, and before you call stop, check your timepiece carefully against the times you have written down and verify them with the Proctor if one is in the room.

Reminder: You may post the Start and Stop times on the board; check your calculations carefully before you do so. You will read an announcement when five minutes remain on the test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining. Do NOT post the time remaining.

If applicable, when your watch or timer indicates exactly the time to announce 30 minutes remaining, and you have double-checked the time, say:

There are thirty minutes remaining on this test.

When your watch or timer indicates the time to announce five minutes remaining have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates that the total number of minutes have passed and you have double-checked the time, say:

Stop please. Put down your pencils, place your answer document inside your test booklet, close your test booklet and look up. . .

When you have everyone's attention, continue:

If you tore your formula sheet from the front of your test booklet, I will collect them now. You will not need them for any other parts of this test.

If this is the last test that you are administering in this test session, make sure that the students have printed their name on the cover of their test booklet in the upper right corner. Go to the directions for Ending a Test Session on page 67.

Otherwise, continue with the directions that follow:

We will now take a 5-minute break. You may stand quietly beside your desk. Remember, if you are wearing a watch with an alarm or have any other alarm device, it must remain turned off until after you are dismissed.

Go to **Resume Michigan Mathematics Testing** at the bottom of this page.

Verbal Instructions for Administering Michigan Mathematics

If this is the first test that you are administering in this test session, remind students that this is part of the Michigan Merit Examination and all testing conditions still apply.

Say:

Eating, drinking, and use of reading materials are not permitted in the test room. The use of timers, cell phones, ipods, pagers, or electronic devices of any kind is not allowed at any time during testing, including during breaks. If you have a cell phone, ipod, pager, or other electronic device with you, please bring them to the front of the room now. Make sure that each device is turned off. I will give you an envelope to place your items in. Please write your name on the envelope. I will keep the envelope until we have completed all testing for today. **Please be sure that each device is turned off before you place it in the envelope. If your phone or other device is activated or sounds during testing, you will be dismissed and your answer document will not be scored.** Please clear your desk of everything except soft lead No. 2 pencils and erasers. Place all personal items (under your seat). You will not be able to access them during testing.

Hand each student his/her answer document individually, making sure that each student has their own.

Look at your answer document. If your name does not appear in Box 2, please raise your hand. . .

Then distribute the MME Day 2 test booklets to each student individually, making sure that each student gets the same test booklet that they used in the last session. Their name will be in the upper right corner.

Look at your test booklet. If your name does not appear in the upper right corner, please raise your hand. . .

Resume Michigan Mathematics Testing

Make sure that you have determined the correct number of minutes allowed for the Michigan Mathematics test based on the accommodation timing code. Fill in the correct number of minutes in the blanks in the verbal instructions, before administering the Michigan Mathematics test.

At the end of the break, say:

Please get ready to resume testing. . .

When everyone is ready, say:



See **Timing Code – Minutes Allowed Chart** on page 44 to fill in the timing code and total minutes allowed below, **before administering the test.**

Timing Code	_____
Total Minutes Allowed	_____
Start Time	_____
30 min remain (if applicable)	_____
5 min remain	_____
Stop Time	_____

Remember to record the actual minutes for each student on the *MME Accommodations Report* – see page 74 and 75.

Look at your answer document. Turn to page 2 and find Section C - Michigan Mathematics. Break the seal on Section C of your test booklet now.

Turn to page 1 and read the directions silently as I read them aloud.

In this section you will continue to demonstrate your understanding of mathematics. You will have _____ minutes to finish this part of the test.

Read each question carefully and mark your answers in Section C of your **Answer Document**. You may make notes in your booklet; however, nothing written in your booklet will be scored. You may use calculators on this section of the test.

Use only a No. 2 pencil to mark your answers. Make a dark mark that completely fills the circle. If you change an answer, be sure to completely erase the first mark.

There are 15 questions in this section of the test. Choose the best answer for each question. If you skip a question, be sure to skip the corresponding number in your **Answer Document**. Mark only one answer for each question using a No. 2 pencil. Make sure the number of the question corresponds to the number in the **Answer Document**.

When you reach the end of Section C, you may check your work for Section C only. Do not work on any other section of this test.

Once you have finished, close your booklet and put down your pencil. Turn your Answer Document over so that your answers are face down.

If you do not understand any of these directions, please raise your hand.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions? . . .

Set your stopwatch or interval timer to **exactly** _____ **minutes** (the total minutes allowed for this timing code) and say:

We are now ready to begin the test. I will announce when you have 5 minutes left to work. Go to the next page and begin working....

You may post the Start and Stop time on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

When your watch or timer indicates the time to announce five minutes remaining, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates that the total number of minutes have passed, say:

Please stop. Put down your pencils, close your test booklets, and look up. . .

Verify everyone has stopped, then say:

Close your test booklet. Turn your answer document so that page 1 faces you and look up. . .

I will now collect the answer documents and test booklets. They will be picked up individually; do not pass them in. You may not leave the room. Remain quietly in your seat until I give you further directions.

While examinees remain in their seats:

1. Collect and count the answer documents. Turn them all one way and make certain you have one answer document for each examinee.
2. Collect the test booklets **individually** from each examinee and count them. Do not allow the booklets to be passed in. Verify that the number of booklets collected equals the number of booklets distributed. If you are short a test booklet, match the booklets with the answer documents using the booklet numbers to determine whose booklet was not collected.

Do not dismiss examinees until you have verified that the number of booklets distributed equals the number collected, and that you have an answer document for each examinee.

After the count of the answer documents and test booklets has been verified, dismiss students using Option 1 or Option 2 below.

Option 1: Before dismissing your students, advise them when to report for the next session of the Michigan Merit Exam (Michigan Science and Social Studies).

OR

Option 2: Dismiss students for a lunch or break. Stress the importance of returning promptly from lunch or break and being ready to test.

Make certain that examinees do not have access to the test materials as they leave the room. Under no circumstances may anyone examine the test booklets or answer documents after they have been returned to a Proctor or Room Supervisor.

After examinees are dismissed, double-check your counts and complete items D, F, and G at the bottom of the Test Booklet Count Form. The number of used and unused test booklets must equal the number you received for your room. The Room Supervisor must personally return all test materials and completed forms to the Test Supervisor immediately after testing. Examinees may **not** assist with the transportation of any test materials.

MME Day 3 Testing: Michigan Science and Social Studies Tests

Verbal Instructions for Administering *Michigan Science*

Make sure that you have determined the correct number of minutes allowed for the Michigan Science test based on the accommodation timing code. Fill in the correct number of minutes in the blanks in the verbal instructions, before administering the Michigan Science test.

This morning (afternoon), you will be taking the Michigan Science test as part of the Michigan Merit Examination.

Eating, drinking, and use of reading materials are not permitted in the test room. The use of timers, cell phones, ipods, pagers, or electronic devices of any kind is not allowed at any time during testing, including during breaks. If you have a cell phone, ipod, pager, or other electronic device with you, please bring them to the front of the room now. Make sure that each device is turned off. I will give you an envelope to place your items in. Please write your name on the envelope. I will keep the envelope until we have completed all testing for today. **Please be sure that each device is turned off before you place it in the envelope. If your phone or other device is activated or sounds during testing, you will be dismissed and your answer document will not be scored.** If you brought a calculator, put it away now; you may not use it for any part of the science or social studies test. . .

Please clear your desk of everything except soft lead No. 2 pencils and erasers. Place all personal items (under your seat). You will not be able to access them during testing.

Hand each examinee his/her answer document individually. Read the verbal instructions that follow to make sure each student has the correct answer document before proceeding. If an answer document is missing the barcode label, or has the wrong barcode label, indicate on the student roster and notify the Test Supervisor when turning in your answer documents.

Look at your answer document. If your name does not appear in Box 2, please raise your hand. . .

Now, please check the barcode label in Box 8. If this is not your barcode label, or if your answer document does not have a barcode label, please raise your hand. . .

Your answer document will be scored by machine. Make all marks heavy and black. Fill in each oval completely without extending your marks outside the lines. Stray marks, smudges, or errors not carefully and cleanly erased can affect the scoring of your answer document. Do not use a mechanical pencil, ink pen, or correction fluid.

Prior to handing out the test booklets, say:

I will now distribute the test booklets. Your booklet has been sealed to prevent it from being opened. Do not break the seal or open your booklet until I tell you to do so. Test booklets are the property of the Michigan Department of Education and must be returned before you are dismissed. You are strictly prohibited from disclosing test

questions or response choices to anyone. When you receive your test booklet, sign and print your name on the front cover. There should be no talking.

Do not admit any late arrivals to the test room once you begin distributing test booklets. Hand out the test booklets in strict serial number order to each examinee that is present. Do not skip booklets to allow for absent examinees or leave a test booklet at an empty desk. Do not have students pass test booklets back or across aisles. Keep an exact count of the number of test booklets distributed and keep track of the order in which they were distributed for completing your Seating Diagram.

Look at your answer document. Turn to page 3. This is Section A – Michigan Science. Find Box 10 at the top of the page. Fill in the bubble next to **Accommodated** form type.

Make sure all of your students have form number **0752**. This is the form for students testing with accommodations.

Now find Box 11 – Form Number.

Look at the front cover of your test booklet. A four-digit Test Form Number is printed in the lower right corner. Print that number in Box 11 on your answer document. Then fill in the corresponding oval in each column. . . If you do not fill in the correct ovals, your answer document cannot be scored accurately.

Allow students time to complete the Form Number. Then continue by saying:

Now look in the bottom left corner of your test booklet. There is a ten-digit number. This is your test booklet number. Print the ten-digit number in Box 12 on your answer document. Fill in the corresponding oval in each column. . .

Walk around the room to be sure examinees are entering the correct Form Type, Form Number, and Booklet Number on their answer documents. Then say:

Please listen carefully to the following instructions. The use of scratch paper is not permitted. If you need to do any figuring or scratch work, write in your test booklet.

Mark only one response to each question. You will receive credit only for responses properly marked on your answer document during the time allowed for a specific test.

I will walk around the room during testing to be sure you are working on the right test and are marking your answers in the correct place on your answer document. If you have a question or need another pencil, raise your hand for assistance. Do not look around.

If you are wearing a watch with an alarm or have any other alarm device, **you must be sure it is turned off now**. If your alarm sounds in the test room, you will be dismissed and your answer document will not be scored. . .

I will keep the official time for this examination. I will announce when five minutes remain on each test to serve as a warning before time is called. It is to your advantage to answer every question. Are there any questions? . . .

If there are no questions, continue by saying. . .

Remember, the following behaviors are prohibited. You will be dismissed and your answer document will not be scored if you are:

- looking back at a test on which time has already been called
- looking ahead in the test booklet in a different section of the test
- looking at another examinee's test booklet or answer document
- giving or receiving assistance
- using a calculator
- using any device to share or exchange information at any time during testing or during breaks
- attempting to remove test materials, including test questions or answers, from the test room by any means
- using highlight pens, colored pens or pencils, scratch paper, notes, dictionaries, or other aids
- not following instructions or abiding by the rules of the test center
- exhibiting confrontational, threatening, or unruly behavior
- creating a disturbance
- filling in, or altering ovals, or continuing to write the essay after time has been called on each test; filling in ovals on a previous test during a later test, or filling in ovals even with the test booklet closed is prohibited and your test will be marked **Prohibited Behavior** and will not be scored. If we notice that a test has not been completed and later notice that it has been, that will be grounds for voiding your answer document.

Remember to keep your answer document flat on your desk and placed so that others cannot see it.

Please pay attention to the announcement of five minutes remaining on each test. When I call time and tell you to stop at the end of a test, put your pencil down **immediately** and look up. If you finish before I call time, place your answer document inside your test booklet and close the cover. You may not read or engage in any other activity that could distract others still testing.

From this time on, there must be no talking. Listen carefully to these instructions.

Break the outer seal of your test booklet. . . Break the seal of Section A Michigan Science section. . . Turn to page 1 and read the directions silently as I read them aloud. . .

In this section you will continue to demonstrate your understanding of science. You will have _____ minutes to complete Section A.

Section A contains 53 multiple-choice questions. Use only a No. 2



See **Timing Code – Minutes Allowed Chart** on page 44 to fill in the timing code and total minutes allowed below, **before administering the test.**

Timing Code	_____
Total Minutes Allowed	_____
Start Time	_____
30 min remain (if applicable)	_____
5 min remain	_____
Stop Time	_____

Remember to record the actual minutes for each student on the *MME Accommodations Report* – see page 74 and 75.

pencil to mark your answers. Make a dark mark that completely fills the corresponding circle in your **Answer Document**. If you are not sure of the answer to a question, mark your *best* choice and go on to the next question. If you change an answer, be sure to erase the first mark completely. Remember to mark only one answer for each question.

A periodic table of the elements has been provided for your reference on the last page of this section.

If you finish Section A early, you may check your work for Section A only.

If you do not understand any of these directions, please raise your hand.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions? . . .

Set your stopwatch or interval timer to **exactly** _____ **minutes** (the total minutes allowed for this timing code) and say:

We are now ready to begin the test. You will have _____ minutes to work on this test. Mark your answers in Section A only. I will announce when you have 5 minutes left to work. Go to the next page and begin working. . .

You may post the Start and Stop time on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. If the total number of testing minutes is 90 or more, then also determine the time to announce 30 minutes remaining on this test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

If applicable, when your watch or timer indicates exactly the time to announce 30 minutes remaining, and you have double-checked the time, say:

There are thirty minutes remaining on this test.

When your watch or timer indicates the time to announce five minutes remaining and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates that the total number of minutes have passed, say:

Please stop. Put down your pencils, close your test booklets, and look up. . .

If this is the last test that you are administering in this test session, make sure that the students have printed their name on the cover of their test booklet in the upper right corner. Go to the directions for Ending a Test Session on page 67.

Otherwise, go to Resume Michigan Social Studies - Part 1 Testing at the bottom of this page.

**Verbal Instructions
for Administering
Michigan Social Studies -
Part 1**

If this is the first test that you are administering in this test session, remind students that this is part of the Michigan Merit Examination and all testing conditions still apply.

Say:

Eating, drinking, and use of reading materials are not permitted in the test room. The use of timers, cell phones, ipods, pagers, or electronic devices of any kind is not allowed at any time during testing, including during breaks. If you have a cell phone, ipod, pager, or other electronic device with you, please bring them to the front of the room now. Make sure that each device is turned off. I will give you an envelope to place your items in. Please write your name on the envelope. I will keep the envelope until we have completed all testing for today. **Please be sure that each device is turned off before you place it in the envelope. If your phone or other device is activated or sounds during testing, you will be dismissed and your answer document will not be scored.** If you brought a calculator, put it away now; you may use it only during the mathematics tests. . .

Please clear your desk of everything except soft lead No. 2 pencils and erasers. Place all personal items (under your seat). You will not be able to access them during testing.

Hand each student his/her Michigan Science and Social Studies answer document individually, making sure that each student has their own.

Look at your answer document. If your name does not appear in Box 2, please raise your hand. . .

Then distribute the MME Day 3 test booklets to each student individually, making sure that each student gets the same test booklet that they used in the last session. Their name will be in the upper right corner.

Look at your test booklet. If your name does not appear in the upper right corner, please raise your hand. . .

**Resume Michigan
Social Studies - Part 1
Testing**

Make sure that you have determined the correct number of minutes allowed for the Michigan Social Studies – Part 1 test based on the accommodation timing code. Fill in the correct number of minutes in the blanks in the verbal instructions, before administering the Michigan Social Studies – Part 1 test.

When you have all students' attention, continue:

Look at your answer document. Turn to page 4 and find Section B,



See **Timing Code – Minutes Allowed Chart** on page 44 to fill in the timing code and total minutes allowed below, **before administering the test.**

Timing Code	_____
Total Minutes Allowed	_____
Start Time	_____
30 min remain (if applicable)	_____
5 min remain	_____
Stop Time	_____

Remember to record the actual minutes for each student on the *MME Accommodations Report* – see page 74 and 75.

Michigan Social Studies Part 1. Break the seal for Section B on your test booklet now.

Turn to page 1 and read the directions silently as I read them aloud.

Section B of this test contains questions that will ask you to use what you know about social studies and choose the one *best* answer from among the four answer choices provided. Some questions will also ask you to read a passage, map, chart, or table and use that information with what you know to answer the questions.

Section B contains 26 multiple-choice questions and one written-response question. You will have _____ minutes to complete this part of the test.

Use a No. 2 pencil to mark your answer choices in Section B of your **Answer Document**. Nothing in this booklet will be scored. Remember to fill in the circle in your **Answer Document** completely and cleanly, erasing any stray lines or marks.

The last item in Section B is a task that requires you to write a letter to a public official. This task asks you to interpret information from a set of data on a public policy issue, identify a relationship presented in the Data Section, take a position for or against the policy, and give reasons supporting your position. You must write your answer in the space provided in Section B of your **Answer Document**. No additional sheets may be used.

If you finish Section B early, you may check your work for Section B only.

Please raise your hand if you have any questions.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions? . . .

Set your stopwatch or interval timer to **exactly** _____ **minutes** (the total minutes allowed for this timing code) and say:

We are now ready to begin the test. You will have _____ minutes to work on this test. Mark in Section B of your answer document only. I will announce when you have 5 minutes left to work. Go to the next page and begin working. . .

You may post the Start and Stop time on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on each test. If the total number of testing minutes is 90 or more, then also determine the time to announce 30 minutes remaining on this test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

If applicable, when your watch or timer indicates exactly the time to announce 30 minutes remaining, and you have double-checked the time, say:

There are thirty minutes remaining on this test.

When your watch or timer indicates the time to announce five minutes remaining, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates that the total number of minutes have passed, say:

Please stop. Put down your pencils, close your test booklets, and look up. . .

If this is the last test that you are administering in this test session, make sure that the students have printed their name on the cover of their test booklet in the upper right corner. Go to the directions for Ending a Test Session on page 67.

Otherwise, continue with the directions that follow:

You will have a 10-minute break. Testing will resume promptly at _____. If you return late, you will not be allowed to make up lost time. Remember, you may not use phones, pagers, or other electronic devices during the break, or bring snacks or drinks back to the test room. (If testing or classes are in progress in other rooms, remind examinees to be quiet in the halls.)

Give general directions and locations of restrooms and drinking fountains, if appropriate. Examinees may not have food or beverages in the test room. If school regulations permit, examinees may eat or drink **outside** the test room during break.

Make sure no test materials are taken out of the room, all booklets are closed, and all answer documents are inside the test booklets. **Do not leave the test room unattended during the break.** If any examinees remain in the room, monitor them closely.

Resume testing after exactly 10 minutes. Do not delay the start of Section C waiting for examinees who return late from the break. They may be readmitted, but cannot make up lost time. Keep conversation with late arrivals to a minimum.

Say:

Please get ready to resume testing. . . Remember, if you are wearing a watch with an alarm or have any other alarm device, it must remain turned off until you are dismissed.

Clear your desk of everything except your pencils, erasers, test booklet, and answer document. **Do not open your test booklet.**

**Verbal Instructions
for Administering
Michigan Social
Studies - Part 2**

Remove your answer document and check page 1 to be sure your name appears in **Box 2**. . .

Go to **Resume Michigan Social Studies - Part 2** Testing at the bottom of this page.

If this is the first test that you are administering in this test session, remind students that this is part of the Michigan Merit Examination and all testing conditions still apply.

Say:

Eating, drinking, and use of reading materials are not permitted in the test room. The use of timers, cell phones, ipods, pagers, or electronic devices of any kind is not allowed at any time during testing, including during breaks. If you have a cell phone, ipod, pager, or other electronic device with you, please bring them to the front of the room now. Make sure that each device is turned off. I will give you an envelope to place your items in. Please write your name on the envelope. I will keep the envelope until we have completed all testing for today. **Please be sure that each device is turned off before you place it in the envelope. If your phone or other device is activated or sounds during testing, you will be dismissed and your answer document will not be scored.** If you brought a calculator, put it away now; you may use it only during the mathematics tests. . .

Please clear your desk of everything except soft lead No. 2 pencils and erasers. Place all personal items (under your seat). You will not be able to access them during testing.

Hand each student his/her Michigan Science and Social Studies answer document individually, making sure that each student has their own.

Look at your answer document. If your name does not appear in Box 2, please raise your hand. . .

Then distribute the MME Day 3 test booklets to each student individually, making sure that each student gets the same test booklet that they used in the last session. Their name will be in the upper right corner.

Look at your test booklet. If your name does not appear in the upper right corner, please raise your hand. . .

**Resume Michigan
Social Studies - Part 2
Testing**

Make sure that you have determined the correct number of minutes allowed for the Michigan Social Studies – Part 2 test based on the accommodation timing code. Fill in the correct number of minutes in the blanks in the verbal instructions, before administering the Michigan Social Studies – Part 2 test.

When you have all students' attention, continue:

Look at your answer document. Turn to page 8 and find Section C, Michigan Social Studies Part 2. Break the seal for Section C on your



See **Timing Code – Minutes Allowed Chart** on page 44 to fill in the timing code and total minutes allowed below, **before administering the test.**

Timing Code	_____
Total Minutes Allowed	_____
Start Time	_____
30 min remain (if applicable)	_____
5 min remain	_____
Stop Time	_____

Remember to record the actual minutes for each student on the *MME Accommodations Report* – see page 74 and 75.

test booklet now.

Turn to page 19 and read the directions silently as I read them aloud.

Section C of this test contains questions that will ask you to use what you know about social studies and choose the one *best* answer from among the four answer choices provided. Some questions will also ask you to read a passage, map, chart, or table and use that information with what you know to answer the questions.

Section C contains 31 multiple-choice questions and one constructed response question. You will have _____ minutes to complete this part of the test.

The last item in Section C is a task that requires you to write a letter to a public official. This task asks you to interpret information from a set of data on a public policy issue, identify a relationship presented in the Data Section, take a position for or against the policy, and give reasons supporting your position. You must write your answer in the space provided in Section C of your **Answer Document**. No additional sheets may be used.

Use a No. 2 pencil to mark your answer choices in Section C of your **Answer Document**. Nothing in this booklet will be scored. Remember to fill in the circle in your **Answer Document** completely and cleanly, erasing any stray lines or marks.

If you finish Section C early, you may check your work for Section C only.

Please raise your hand if you have any questions.

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

Are there any questions? . . .

Set your stopwatch or interval timer to **exactly** _____ **minutes** (the total minutes allowed for this timing code) and say:

We are now ready to begin the test. You will have _____ minutes to work on this test. Mark your answers in Section C only. I will announce when you have 5 minutes left to work. Go to the next page and begin working. . .

You may post the Start and Stop time on the board; check your calculations carefully before you do so. You will read an announcement when 5 minutes remain on the test. If the total number of testing minutes is 90 or more, then also determine the time to announce 30 minutes remaining on this test. Do not disturb examinees during the test session with additional oral or written announcements of time remaining.

If applicable, when your watch or timer indicates exactly the time to announce 30 minutes remaining, and you have double-checked the time, say:

There are thirty minutes remaining on this test.

When your watch or timer indicates the time to announce five minutes remaining have passed, and you have checked the time, say:

There are five minutes left.

When your watch or timer indicates that the total number of minutes have passed, say:

Please stop. Put down your pencils, close your test booklets, and look up. . .

Ending a Test Session

Verify everyone has stopped, then say:

Close both your test booklet and answer document and keep them separate on your desk. Turn your answer document so that page 1 faces you and look up. . .

I will now collect the answer documents and test booklets. They will be picked up individually; do not pass them in. You may not leave the room. Remain quietly in your seat until I give you further directions.

While examinees remain in their seats:

1. Collect and count the answer documents. Turn them all one way and make certain you have one answer document for each examinee.
2. Collect the test booklets **individually** from each examinee and count them. Do not allow the booklets to be passed in. Verify that the number of booklets collected equals the number of booklets distributed. If you are short a test booklet, match the booklets with the answer documents using the booklet numbers to determine whose booklet was not collected.

Do not dismiss examinees until you have verified that the number of booklets distributed equals the number collected, and that you have an answer document for each examinee.

After the count of the answer documents and test booklets has been verified:

Either dismiss examinees or direct them to the next school activity as determined by your school administration. Make certain that examinees do not have access to the test materials as they leave the room. Under no circumstances may anyone examine the test booklets or answer documents after they have been returned to a Proctor or Room Supervisor.

Completing Accommodations Documentation on the Student Answer Document

After students are dismissed, use Appendix A to complete the School Use Only sections on the back page of the student **answer documents** for each content area. This information **must** be completed for each student who tested with accommodations.

Content	Appendix A Page Ref	Timing Code Documentation	Accommodations Documentation
Reading	A-3	Answer Document - page 2 - Box 13	Answer Document - page 2 - Box 14
Mathematics	A-5	Answer Document - page 2 - Box 15	Answer Document - page 2 - Box 16
Science	A-9	Answer Document - page 12 - Box 15	Answer Document - page 12 - Box 16
Social Studies	A-11	Answer Document - page 12 - Box 17	Answer Document - page 12 - Box 18
Writing	A-11	Answer Document - page 12 - Box 17	Answer Document - page 12 - Box 18

Finally, double-check your counts and complete items E, F, and G at the bottom of the Test Booklet Count Form. The number of used and unused test booklets must equal the number you received for your room. The Room Supervisor must personally return all test materials and completed forms to the Test Supervisor immediately after testing. Examinees may **not** assist with the transportation of any test materials.

Room Supervisor Responsibilities After Testing

All materials, including unused test materials and materials to be scored, must be returned to the Test Supervisor at the completion of the test session. Do not keep any testing materials and **do not leave any test booklets or answer documents unattended.**

To ensure that each student's test results are reported as accurately and quickly as possible, you should assemble and check the answer documents carefully at the completion of the test session.

- ☐ **Make sure there is an answer document for each student who took a test.** (The number of answer documents should match the number of used test booklets, the number of students on the MME Seating Diagram, and the number of admitted students on the MME Testing Roster.)
- ☐ Explain any discrepancies on the MME Irregularity Report. (page 77).
- ☐ Make sure that the Accommodations School Use Only sections on the back side of the student answer documents have been completed for each content area. See Appendix A.
- ☐ **Make sure the answer document has a barcode label in Box 8** that matches the gridded student name.
- ☐ Keep the following answer documents separate for additional processing by the Test Supervisor:
 - ☐ Answer documents requiring a new **student barcode label**
 - ☐ Answer documents for student(s) dismissed for prohibitive behavior
 - ☐ Fill in the **Prohibited Behavior** bubble in Box 7 on the front of the student answer document
 - ☐ Document the Prohibited Behavior on the MME Testing Irregularity Report
- ☐ Turn all answer documents the same way; they do not need to be alphabetized.
- ☐ Check each answer document for the following:
 - ☐ Is the name printed and gridded properly?
 - ☐ Is all other required School Use Only information complete and accurate?
 - ☐ Has each student completed the form type, test booklet number, and test form number? **This information is required for scoring.**
 - ☐ WorkKeys and Michigan Mathematics – Boxes 10 – 12 on page 2
 - ☐ Michigan Science and Social Studies – Boxes 10 – 12 on page 3
 - ☐ Use the Testing Irregularity Report form on page 77 to describe any irregularities which could affect the student's scores.
- ☐ **Return all Test materials to your Test Supervisor as soon as the test session is completed. Separate as follows:**
 - ☐ Irregularity reports with supporting documentation
 - ☐ Answer documents for students dismissed for Prohibited Behavior
 - ☐ Answer documents requiring a new barcode label
 - ☐ Used test booklets and answer documents
 - ☐ Unused test booklets and answer documents
 - ☐ Seating Diagram, and *MME Accommodations Report*

Test Supervisor Responsibilities After Testing

- Do not keep any testing materials and **do not leave any test booklets or answer documents unattended.**
- A FedEx pickup has been scheduled for November 1, 2007, between 12:30 and 4:30 pm. All MME Day 2 and Day 3 materials, including materials to be scored, test administration documentation, and both used and unused test materials must be returned to PEM in that shipment. The only exception is the testing materials retained by the Test Accommodations Coordinator (TAC) until the completion of MME accommodated testing.
- Day 2 and Day 3 materials should be returned in separate boxes. Pack all Day 2 materials (WorkKeys and Michigan Mathematics) first, then use the same process for packing Day 3 (Michigan Science and Social Studies) materials. If your school has completed all accommodated testing before November 1, those materials should be included in this Return Shipment. If your school is still testing accommodated students, then all test materials for accommodated testing will be returned in a separate shipment.
- Note: If you have any MME Day 1 testing materials for ACT Special Testing, those materials must be returned to ACT following ACT return instructions. Do not return Day 1 materials to PEM.

At the end of the Day 2 test session, complete the steps below. Repeat the process at the conclusion of the Day 3 test session.

1. Collect all testing materials, used and unused, from each Room Supervisor for return to PEM. Do not shred any materials.
2. Complete the **Returned After Testing** section of the MME Test Booklet Count Form with the Room Supervisor, verifying the number of test booklets returned and answer documents to be scored.
3. If any students were dismissed for **Prohibited Behavior**, verify that the Prohibited Behavior bubble is gridded in Box 7 on the front of the answer document, and that the Prohibited Behavior is documented on the Irregularity Report.
4. If any students tested with **accommodations**, verify that the Timing Codes and School Use Only boxes have been completed on the back page of the answer document for each applicable subject.
5. Verify that each answer document has the correct **student barcode label** in Box 8. If any answer document is missing a barcode label, or has the incorrect barcode label, use the OEAA Secure Site to print a barcode label and affix in Box 8.
6. Verify that the **Report codes** in Box 7 have been gridded for all applicable students.
7. Verify that you have received the completed **MME Accommodations Report**, Seating Diagram, and Irregularity Report (if applicable) from each Room Supervisor.
8. Pack the materials for return shipment using the **MME Return Instructions** on page 71.

Records Retention

In order to maintain test security and assure valid scores, it may be necessary for OEAA, ACT, or PEM to verify testing conditions some months after the actual test date. Test Supervisors can aid in this process by keeping a record of all MME testing documentation by test cycle for one year beyond the students' graduation. This record should include an examinee roster for each test administration. The roster should indicate all examinees who actually took the test.

Return Instructions

Day 2 and Day 3 materials will be picked up by FedEx on November 1, 2007, between 12:30 – 4:30 pm. This is a scheduled pickup. Do not call FedEx.

You will need your Return Materials Kit, the Packing List that came with your secure test materials, and the boxes that your test materials were shipped in, to package your test materials for return shipment.

Your Return Materials Kit includes packing instructions, School Header Sheets, Class/Group ID Sheets, shipping labels, scorable and non-scorable labels, paper bands, yellow envelopes for MME Irregularity Reports, and green envelopes for test administration forms.

One FedEx label and one scorable or non-scorable label is required for each box to be returned. If you do not have enough FedEx labels or scorable/non-scorable labels, place an additional order online using the OEAA Secure Site or call 800/204-4109. Do not photocopy the labels. FedEx will not accept packages with photocopied labels.

The FedEx tracking number is scanned at the time of pickup. Do not make any alterations to the label. FedEx will not accept packages with altered labels. To track your return shipments, please remove and save the little tab at the bottom left corner of the FedEx label. Each label will have its own unique tracking number.

Scorable Material

1. Place **answer documents** to be scored in the box using cushioning materials to keep them secure. Paper bands were provided in your Return Kit to wrap around the answer documents. Use the same boxes that the materials originally came in to ship the materials to the MME Scoring Services. If these boxes are not available, use sturdy boxes to return the materials. (Do not use copier paper boxes.)
2. Complete an **MME School Header Sheet** for each answer document type (Initial or Accommodated) per instructions printed on the sheet. This is a scannable form. Do **not** photocopy. Place the completed School Header sheet on top of the answer documents to be scored, before securing with the paper band.
3. Place the completed **Class/Group ID** sheets (optional form) on top of the completed School Header sheet.
4. Separate the **MME Irregularity Reports** from the other MME test administration forms. Place the Irregularity Reports in the **yellow envelope** provided in the Return Materials Kit, after making a copy for your files. Complete the requested information on the envelope. Place the yellow envelope on top of the Class/Group ID (or the School Header Sheet if no Class/Group ID sheets were used).
5. Place the **MME Test administration forms** in the **green Administration Forms envelope** after making a copy for your files. Use the checklist on the front of the envelope to verify that you have included all required test administration forms for each testing room. Complete the requested information on the envelope. Place the green envelope on top of the yellow envelope.
6. Fill the box with cushioning material to keep your scorable materials secure during shipment. Reverse the flap on the box. Remove or black out any old shipping labels, including the original shipping barcode, and seal the box with shipping tape. Write your name across the seal.
7. Place one **FedEx shipping label** and one **orange Scorable** label on the outside of

the box. Make sure no other labels are visible or that they have been blacked out.

8. On the orange Scorable Material label, indicate the number of boxes by completing the Box ____ of _____. (Example box 1 of 2, box 2 of 2) The total number of scorable boxes should be indicated. Do not include white labeled non-scorable boxes in this count.

Non-scorable Material

1. Pack used and unused **assessment booklets** and any used and unused **accommodation materials** in the boxes using cushioning materials to keep them secure. All Cassettes, VHSs, DVDs, Reader Scripts, Enlarged Print, and/or Braille material must be returned. Use the secure material **Packing List** to ensure that you are returning all secure materials that were shipped to your school. Keep this document for your records. Use the same boxes that the materials originally came in to return ship the materials. If these boxes are not available, use sturdy boxes to return the materials. (Do not use copier paper boxes.)
2. Fill the box with cushioning material to keep your non-scorable materials secure during shipment. Reverse the flap on the box. Remove or black out any old shipping labels, including the original shipping barcode, and seal the box with shipping tape. Write your name across the seal.
3. Place one **FedEx shipping label** and one **white non-scorable** label on the outside of the box. Make sure no other labels are visible or that they have been blacked out.
4. On the **white** non-scorable label, indicate the number of boxes by completing the Box ____ of _____. (Example box 1 of 2, box 2 of 2) The total number of non-scorable boxes should be indicated. Do not include orange labeled scorable boxes in this count.

Scorable and non-scorable boxes will be picked up at the same time, but please keep the boxes numbered as two separate shipments.

Each secure test material has been assigned to a specific school and is expected to be returned when your scorable materials are sent back. November 1st all standard time materials must be returned. Accommodated materials must be returned no later than November 15th.

Accommodated Material Return

If **accommodated testing** is completed prior to November 1, return your accommodated materials in the November 1 pickup. If accommodated testing is not completed prior to November 1, follow the instructions below to **schedule a pickup**.

All accommodated materials must be picked up by November 15, 2007, to be scored. OEAA will not guarantee the scoring of any answer document(s) picked up after the deadline.

1. Package the scorable and non-scorable materials following the preceding directions.
2. Place the boxes where the FedEx driver normally delivers or picks up packages.
3. To schedule a pickup, call 1-800-GoFedEx (800/463-3339) and press 9.
4. When prompted, enter **341175062** as the nine-digit FedEx account number. You will be transferred to a specialized Premier Customer Service Representative.

5. Please have the following information available when you call:
 - a. Your phone number (if you have called to schedule FedEx pickups or ship materials prior to this call, FedEx will have your address information in their system, otherwise this information will need to be provided.)
 - b. The pickup date your materials are ready for return to PEM
 - c. Your 15-digit FedEx tracking number(s) found on your return labels
 - d. The number of boxes you are returning
 - e. The average package weight (you can use 15 pounds per box). In most cases your pickup will be scheduled for the following business day or date you requested. You will not receive a return call.
6. Please allow 24 hours for the driver to show up after you call for a pickup. The delivery time to Iowa is 2 days ground from Michigan.

Note: After returning your materials for this project, destroy any remaining labels as these labels are project-specific.

Fall 2007 Retest

DIRECTIONS: Use this form as your MME Testing Roster and MME Testing Time Verification Form for all students testing with accommodations. Report the Date, Room Number, Start, and Stop Time for each test. Attach Seating Diagrams and the MME Testing Staff List for Accommodated Testing. See the Materials Return instructions on page 71 in the *Administration Manual for Students Testing with Accommodations*.

District Name and Code: _____

School Name and Code: _____

Name(s) of Testing Personnel/Staff: _____

[illegible]

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School Name and Code:

Name(s) of Testing Personnel/Staff:

[illegible]

Return this form – Keep a copy for your records

MME Irregularity Report

Complete and return **ONLY** if irregularities have occurred.

Testing School Name _____ Room Name/Number _____ ACT High School Code _____

City/State _____ Test Date _____

Circle the test this form applies to: WorkKeys and Michigan Mathematics Michigan Science and Social Studies

Note **all** irregularities (individual and group) on this form. Enter the appropriate information or an "X" in each column and provide additional explanation. ATTACH VOID ANSWER DOCUMENTS and defective test materials to this form. **Return this form with the used answer documents. Keep a copy for your records.**

PLEASE PRINT OR TYPE.

INDIVIDUAL IRREGULARITIES

Examinee's Name	Examinee's Social Security Number (optional)	Time/Test Irregularity Occurred	Test Booklet Form/Number	Type of Irregularity								Answer Document Marked Void?			
				Illness	Working Behind/Ahead	Unauthorized Calculator Use	Marking or Altering Ovals	Item After Time	Item Challenged	Timing Questioned	Other (Specify Below)	Materials Damaged, Replaced, Duplicate, Replaced (Specify Below)	Voided by Staff Examinee Informed	Voided by Staff Examinee NOT Informed	
1.															
Explanation:															
2.															
Explanation:															
3.															
Explanation:															

GROUP IRREGULARITIES

# of Examinees in Room	Time Irregularity Occurred	Duration of Irregularity	Description of irregularity. (Attach separate sheet, if more space is required.) Be prepared to provide PEM with a list of examinees affected by this irregularity. Call PEM immediately if a mistiming occurs.

Room Supervisor's Signature _____ Test Supervisor's Signature _____

MME Seating Diagram

ACT High School Code Testing School Name

Test Date (mm/dd/yy) / / Room Supervisor Name

Number of Testing Staff in Room Room Name/Number

- ☐ Single-Level room ☐ Desks: WRITING SURFACE SIZE INCHES BY INCHES
OR
☐ Multiple-Level room ☐ Tables: SIZE FT BY FT Number of examinees per table

Distance between examinees: side-to-side (shoulder-to-shoulder) FT front-to-back (head-to-head) FT

During Test 1:
On the diagram, enter the serial number of test booklet distributed to each examinee. Count examinees in the room
Count the test booklets handed out in this room
Used #s: A B

Circle the test this form applies to: WorkKeys and Michigan Mathematics Michigan Science and Social Studies

↓ FRONT OF ROOM (the direction examinees are facing)—ALL examinees in the room must face the SAME direction ↓

Test Supervisor: Return this form with your roster. Keep a copy for your records.

MME Seating Diagram Instructions

1. During testing, all Room Supervisors must complete this form for their room even if only one examinee is in the room. Complete a separate form for Day 2 and Day 3 test sessions. Complete all information. Please be accurate.
2. Hand test booklets individually to each examinee present in sequential, serial number order. Do not skip serial numbers and do not assign a test booklet to an empty seat. If your room has a broken sequence of booklet numbers, distribute all booklets of the first sequence (A) before distributing booklets from the second (B) sequence (see example).
3. On the Seating Diagram, show where examinees are seated in relation to each other in the room—one examinee (seat) per square. If using tables, draw a circle around examinees seated at the same table. Stand at the front of the room (facing the examinees) and draw the diagram from that perspective. For test security, all examinees in the room must face the same direction—if they are not, document this by drawing an arrow inside the square for each seat to indicate the direction each examinee is facing in the room. If this diagram does not reasonably fit your room, complete the top half of page 79, draw your own diagram on a separate sheet of paper and attach it to this form.
4. During Test 1:
 - Record the number of examinees in the room.
 - Record the quantity and serial numbers of Day 2 or Day 3 test booklets distributed to examinees.
 - Circle the test session this form applies to: WorkKeys and Michigan Math or Michigan Science and Social Studies.
 - On the Seating Diagram, indicate each occupied seat by writing the examinee's test booklet number in the square that corresponds to the examinee's seat in the room. The number of occupied squares on the Seating Diagram must equal the number of examinees in the room for Test 1.
 - Show unoccupied seats by drawing an X through them.
5. Examinees are to remain in their same seats for the entire session. If you must move someone to another seat after test booklets have been distributed, clearly indicate the original seat and the new seat on the diagram and explain the circumstances on the Irregularity Report.
6. Crosscheck the booklet numbers and examinee counts you entered on this form with the numbers entered on your Test Booklet Count Form.
7. Test Supervisor: Return this completed form with your rosters.

Example:

35000 00010	X	35000 00004	35000 00003
X	35000 00009	35000 00005	35000 00002
35000 000221	35000 00008	35000 00006	X
35000 00222	35000 00007	X	35000 00001

Test Booklets used:

Sequence A: 3500000001–3500000010

Sequence B: 3500000221–3500000222

← In this example, examinees are seated at tables with two examinees per table (see #3 above).

MME Test Booklet Count Form

ACT High School Code Testing School Name _____

Test Date (mm/dd/yy) / / Room Supervisor Name _____

Number of Testing Staff in Room Room Name/Number _____

Received Before Testing—Complete A or B on test day morning when the Room Supervisor receives materials from the Test Supervisor. Record **all** test booklets received for this room. Include any booklets added to the room after the initial count. Both the Room Supervisor and Test Supervisor must sign/initial below when booklets are received.

A. Day 2 Test Booklets Received:

Total test booklets received for this room _____

Sequence A

First serial number _____

Last serial number _____

Sequence B

First serial number _____

Last serial number _____

B. Day 3 Test Booklets Received:

Total test booklets received for this room _____

Sequence A

First serial number _____

Last serial number _____

Sequence B

First serial number _____

Last serial number _____

I have counted and verified the test booklets received for this room:

Room Supervisor Signature _____ Test Supervisor Initials _____

C. Examinee Count During Test 1

Number of examinees testing in this room _____

Number of occupied seats shown on the seating diagram _____

These two numbers must match

Returned After Testing—Complete D–G after testing. Do not allow any examinee to leave the room until all materials have been accounted for. Both the Test Supervisor and Room Supervisor must sign/initial below when materials are returned after testing concludes.

D. Day 2 Test Booklets Returned:

Complete after Michigan Mathematics.

USED test booklets _____

UNUSED test booklets _____

Total test booklets returned to Test Supervisor _____

E. Day 3 Test Booklets Returned:

Complete after the Social Studies Part 2.

USED test booklets _____

UNUSED test booklets _____

Total test booklets returned to Test Supervisor _____

The numbers of used and unused test booklets returned must equal the numbers received in A and B above.

F. Answer Documents Returned: Number of answer documents for examinees who tested _____
Make sure you have **one** answer document for every examinee in the room. This number must equal C above.

G. Make sure the appropriate bar code label has been applied to each answer document.

I have counted and verified the answer documents and test booklets returned after testing:

Test Supervisor Signature _____ Room Supervisor Initials _____

Test Supervisor: Return this form with your roster. Keep a copy for your records.

MME Test Booklet Count Form Instructions

This form is to be completed by the Room Supervisor on test day, signed and initialed by both the Room Supervisor and Test Supervisor upon receipt and return of materials. Use a separate form for Day 2 and Day 3.

A and B. Test Booklets Received

1. BEFORE TESTING: Complete Sections A and B in the presence of the Test Supervisor, at the time you receive your room's test booklets from the Test Supervisor on test day.
2. Make sure your test booklets are in serial number order. If your room has a broken sequence of booklet numbers, record the first run of numbers as "Sequence A" and the second run of numbers as "Sequence B."
3. If there is a discrepancy in your materials, notify the Test Supervisor immediately and do not proceed further until the discrepancy is resolved.
4. Room Supervisor—sign to signify that you personally counted and verified your materials.
5. Test Supervisor—initial to acknowledge the materials were received and accounted for.
6. The Room Supervisor is now responsible for these materials until they are returned to the Test Supervisor after testing.

C. Examinee Count During Test 1

7. DURING TEST 1: count the examinees in the room.
8. Enter the number of occupied seats you documented on your Seating Diagram (page 79). This serves as a crosscheck for you to make sure the number of occupied seats on the Seating Diagram equals the number of examinees in the room.

D and E. Test Booklets Returned

9. After Michigan Mathematics on Day 2: Collect and count the test booklets. After Social Studies - Part 2 on Day 3, collect and count the test booklets. Do not allow any examinee to leave the room until all materials have been accounted for.
10. Be certain the total of used and unused test booklets equals the number of booklets you started with. If a booklet is missing, check the booklet numbers on the answer documents to determine which examinee's booklet is missing. No one may leave the room until any discrepancy is resolved.

F. Answer Documents Returned

11. Be certain you have an answer document for every examinee—if necessary, check answer documents against your roster.
12. Verify that each answer document has the correct student barcode label in Box 8.
13. Return all answer documents that need a barcode label in a separate group to the Test Supervisor.

After Testing

14. Return all materials and forms to the Test Supervisor.
15. Test Supervisor—in the presence of the Room Supervisor, count and verify all materials returned to you after testing. Sign below Section G to signify that you personally counted and verified the returned materials. Keep answer documents that need a new barcode label separate for further processing.
16. Room Supervisor—initial below Section G to acknowledge all materials were returned and accounted for.
17. Return this completed form to PEM with the other test administration forms after testing.

MME Testing Staff List

(This document may be photocopied for Day 2 and Day 3.)

Circle the test this form applies to: WorkKeys and Michigan Mathematics Michigan Science and Social Studies

ACT High School Code

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Test Date (check one) ☐ INITIAL
☐ MAKEUP
☐ ACCOMMODATED

Testing School Name _____

City/State _____

Print the name, job title (e.g., teacher, counselor), position on the testing staff (RS–Room Supervisor, P–Proctor), and room name/number or other assignment for all personnel who assisted with the administration of the MME. Also list those individuals who assisted with or handled test booklets in any way.

Name	School Job Title	Testing Position	Room Name/Number or Roving Assignment
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
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20.			
21.			
22.			
23.			
24.			
25.			
26.			
27.			
28.			
29.			
30.			

Test Supervisor: Return this form with your roster. Keep a copy for your records.

MARKING INSTRUCTIONS

- Use only soft lead pencil (No. 2).
- Do NOT use ink or ball point pen.
- Make heavy dark marks that completely fill in the bubbles.
- Erase completely any marks that you wish to change.
- Make NO stray marks on this sheet.

CORRECT MARK



INCORRECT MARKS



mme
Michigan Merit Examination

CLASS/GROUP ID SHEET

1 PLEASE PRINT

Name of Person Completing this Form

District Name

School Name

INSTRUCTIONS

This is an **optional** form. The purpose of this form is to allow schools to receive Student Roster Reports for each content area by class or group designation(s). It is the decision of the school or district to use this option and to define the 4-digit class/group numbers that are most useful to the district or school.

This form needs to be completed for every teacher, counselor, or group. The person completing this form will need a teacher or group name and the class/group number(s) assigned to the teacher. (See directions for box 5.) Class/group numbers should be assigned by the District Assessment Coordinator or the MME Test Supervisor.

Instructions for each area on the form are as follows:

1. Print the name of the person completing this form (teacher or MME Test Supervisor), the district name, and the school name.
2. In the boxes under TEACHER NAME, indicate the name of the teacher for whom the class/group number(s) are being provided, and grid the corresponding bubbles.
3. In the boxes under DISTRICT CODE, indicate the district number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact Pearson Educational Measurement at 1-800-204-4109.
4. In the boxes under SCHOOL CODE, indicate the school number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact Pearson Educational Measurement at 1-800-204-4109.
5. In the boxes under CLASS/GROUP NUMBER, indicate the 4-digit class/group numbers assigned to this teacher and grid the corresponding bubble under each block. For teachers who need reporting for multiple classes or groups, up to six (6) different numbers can be included on this form. If the Class/Group Number is less than 4 digits, fill in with zeroes to the left of the number.

This form should be delivered to the MME Test Supervisor. Instructions for return to the scoring contractor are printed in the MME Administration Manual.

2		TEACHER NAME																	
LAST NAME										FIRST NAME									
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

3 DISTRICT CODE

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

4 SCHOOL CODE

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

5 CLASS/GROUP NUMBER

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

MARKING INSTRUCTIONS

- Use only soft lead pencil (No. 2).
- Do NOT use ink or ball point pen.
- Make heavy dark marks that completely fill in the bubbles.
- Erase completely any marks that you wish to change.
- Make NO stray marks on this sheet.

CORRECT MARK



INCORRECT MARKS



Michigan Merit Examination

1 PLEASE PRINT

Name of Person Completing this Form _____

District Name _____

School Name _____

2 DISTRICT CODE

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

3 SCHOOL CODE

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

Please be sure all fields are completed.

4 FORM TYPE

- ☐ Initial
☐ Make Up
☐ Accommodated
☐ Emergency

5 ANSWER DOCUMENT COUNT

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

SCHOOL HEADER SHEET

INSTRUCTIONS – use a separate header for Day 2 and Day 3 answer documents.

1. Print the name of the person completing this form, the district name, and the school name on the lines provided.
2. In the boxes under District Code, indicate the district number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact Pearson Educational Measurement (1-800-204-4109).
3. In the boxes under School Code, indicate the school number. Grid the corresponding bubbles. If this information is preprinted, make sure the information is correct. If the information is not correct, contact Pearson Educational Measurement (1-800-204-4109).
4. In Box 4 please bubble the Form Type.
5. In the boxes under Answer Document Count, write the number of used answer documents that are under this header sheet. Grid the corresponding bubbles.
6. Verify that **each** Answer Document has the correct student barcode label affixed in Box 8. If any Answer Document is missing a barcode label, or has the incorrect student label, use the OEAA-secure site to print a barcode label and place in Box 8 on the student Answer Document. Sign this form in Box 6 when you have completed the barcode verification process.

6 I have verified that all answer documents have the correct student barcode label affixed in Box 8.

Signature of person completing this form.

Appendix A: MME Accommodation and School Use Only Codes

Accommodation School Use Only Codes

This document is designed to assist you in completing required information about your students on the Day 2 and Day 3 answer documents of the Fall 2007 MME Retest. If these directions are not followed, results for your school are at risk of being inaccurately reported on student, school, and accountability reports.

Day 2 – WorkKeys and Michigan Mathematics

The Michigan Department of Education is required to collect specific student information to ensure the results of state assessments are accurately reported for each student, school, and district. Boxes 7, 10, and 13 - 16 reflect this requirement.

Only school staff can complete School Use Only boxes. Students are not to complete any part of these boxes.

Box 7 – School Use Only – Report Codes

Between now and test day, complete the information in Box 7 - School Use Only Report Codes. Please note that this information can also be entered using the Demographic Update on the OEAA Secure Site. Schools must make the decision as to whether these ovals are completed, using the following guidelines. Mark all that apply.

Home Schooled—If a student is home schooled, fill in the Home Schooled oval. This will ensure that home-schooled students' scores will not be included in the district or school reports. Home-schooled students are not required to take the Michigan Merit Examination but may test at their local public high school. Public schools are required to administer the MME to home-schooled students who reside in their district, wish to test, and are eligible to take the Fall 2007 MME. Schools will receive separate reports for home-schooled students, as well as a parent report for each home-schooled student. The parent report should be forwarded to the parents of each home-schooled student.

Formerly Limited English Proficient (LEP)—A student is designated as formerly LEP when he or she is no longer designated as an English Language Learner (ELL) by a school or school district; or is no longer receiving support services to acquire English language proficiency. This designation must be used to track student achievement for two years after the ELL designation has been removed. (No Child Left Behind, Title III, Subpart 2, Section 3121.)

Homeless—A homeless student is one who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in shelters, abandoned buildings, cars, and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, parks, or campgrounds.

Native Language for English Language Learners (ELL) and Formerly LEP students

- Spanish
- Arabic
- Chaldean
- Other Language

Box 13 – Reading Timing Code

If the student took the test with an accommodation for Reading for Information, complete Box 13 as follows:

Extended Time	Code:
Time and One-Half	150
Double Time	200
Up to Three Hours	300
Standard Time with Accommodations	400

Box 14 - School Use Only Reading

- Please leave columns 1 and 2 blank.
- Questions 3-9 – Apply only if a student has tested with accommodations. Mark only one oval for each question. Skip questions 3 through 9 if accommodations were not used for testing.
- Question 10 – This is applicable for **non standard accommodations only**.

Note: Questions 3-9 – The numbers in parentheses and italics provide reference to the accommodations listed in the *Michigan Merit Examination (MME) Accommodations Summary Table* available at www.michigan.gov/mme. Please respond with information about the accommodations **actually used** for testing. Mark **only one** oval for each question.

Question 3 – Which of the following most accurately describes this student's reason for using test accommodations?

- A. IEP
- B. Section 504 Plan
- C. ELL
- D. Rapid Medical Onset

Question 4 – Under what testing time did this student take the Reading for Information test?

- A. Standard time in single session with standard breaks
- B. Standard time with stop-the-clock breaks or testing over multiple days
- C. Extended time - 50% extended time in self-paced single session
- D. Extended time - 50% extended time over multiple days
- E. Extended time - More than 50% extended time

Question 5 – Which test booklet format did this student use for the Reading for Information test?

- A. Regular type (10-point)
- B. Large type (18-point) (60)
- C. Large type (larger than 18-point) (60)
- D. Braille/raised line drawings (60)

Question 6 – Which audio or sign language presentation of test items, if any, did this student use for the Reading for Information test?

- A. Audio cassette or DVD in English (42, 43, 61)
- B. Reader's Script in English (42, 43)
- C. Video with English audio **for ELL** (26, 27)
- D. Video with Arabic audio **for ELL** (28)
- E. Video with Spanish audio **for ELL** (28)
- F. Translation of Reader's Script into student's native language **for ELL** (44)
- G. Exact English Signing (EES) of test items (45, 46)
- H. Signing of test items in any sign language other than EES (45, 46)
- I. Closed circuit TV (57)
- J. None of the above

Question 7 – Which accommodated presentation of test directions, if any, did this student use for the Reading for Information test?

- A. Student restatement or clarification of test booklet and administration directions (30, 31)
- B. Test booklet and administration directions in sign language (32)
- C. All directions read in student's native language **for ELL** (29)
- D. Read/repeat directions exactly as worded in test booklet with emphasis on key words in directions (39, 40)
- E. Auditory amplification devices/sound systems (56)
- F. Closed circuit TV (57)
- G. None of the above

Question 8 – Which accommodated response mode, if any, did this student use for the Reading for Information test?

- A. Oral responses, dictation into tape recorder, or pointing to answers (63, 65, 66, 72)
- B. Do Not Use
- C. Respond in sign language (67, 68)
- D. Augmentative communication devices (69)
- E. Do Not Use
- F. Do Not Use
- G. Braillewriter (73)
- H. Computer with alternative access for alternative response mode (76)
- I. Speech to text word processor (77, 78)
- J. Mark answers in test booklet (81)
- K. None of the above

Question 9 – Which specialized tools, if any, did this student use for the Reading for Information test?

- A. Concentration tools or noise buffers (*13, 17*)
- B. Bilingual glossary/dictionary (*18, 19*)
- C. Dictionary, thesaurus, spelling, or grammar book (*20*)
- D. Visual, auditory, or physical cues to stay on task (*41*)
- E. Magnification devices (*55*)
- F. None of the above

Question 10 – Did other circumstances occur?

- A. Non standard accommodations

Box 15 – Mathematics Timing Code

If the student took either the Applied Mathematics or Michigan Mathematics with an accommodation, complete Box 15 as follows:

Extended Time	Code:
Time and One-Half	150
Double Time	200
Up to Three Hours	300
Standard Time with Accommodations	400

Box 16 - School Use Only Mathematics

- Please leave columns 1 and 2 blank.
- Questions 3-9 – Apply only if a student has tested with accommodations. Mark only one oval for each question.
- Question 10 – This is applicable for **non standard accommodations only**.
- **NOTE: Box 16 Mark the oval if the response is applicable to either WorkKeys Applied Mathematics or Michigan Mathematics.**

Note: Questions 3–9 - The numbers in parentheses and italics provide reference to the accommodations listed in the *Michigan Merit Examination (MME) Accommodations Summary Table* available at www.michigan.gov/mme. Please respond with information about the accommodations **actually used** for testing. Mark **only one** oval for each question.

Question 3 – Which of the following most accurately describes this student’s reason for using test accommodations?

- A. IEP
- B. Section 504 Plan
- C. ELL
- D. Rapid Medical Onset

Question 4 – Under what testing time did this student take the mathematics test?

- A. Standard time in single session with standard breaks
- B. Standard time with stop-the-clock breaks or testing over multiple days
- C. Extended time - 50% extended time in self-paced single session
- D. Extended time - 50% extended time over multiple days
- E. Extended time - More than 50% extended time

Question 5 – Which test booklet format did this student use for the mathematics test?

- A. Regular type (10-point)
- B. Large type (18-point) (60)
- C. Large type (larger than 18-point) (60)
- D. Braille/raised line drawings (60)

Question 6 – Which audio or sign language presentation of test items, if any, did this student use for the mathematics test?

- A. Audio cassette or DVD in English (42, 43, 61)
- B. Reader's Script in English (42, 43)
- C. Video with English audio **for ELL** (26, 27)
- D. Video with Arabic audio **for ELL** (28)
- E. Video with Spanish audio **for ELL** (28)
- F. Translation of Reader's Script into student's native language **for ELL** (44)
- G. Exact English Signing (EES) of test items (45, 46)
- H. Signing of test items in any sign language other than EES (45, 46)
- I. Closed circuit TV (57)
- J. None of the above

Question 7 – Which accommodated presentation of test directions, if any, did this student use for the mathematics test?

- A. Student restatement or clarification of test booklet and administration directions (30, 31)
- B. Test booklet and administration directions in sign language (32)
- C. All directions read in student's native language **for ELL** (29)
- D. Read/repeat directions exactly as worded in test booklet with emphasis on key words in directions (39, 40)
- E. Auditory amplification devices/sound systems (56)
- F. Closed circuit TV (57)
- G. None of the above

Question 8 – Which accommodated response mode, if any, did this student use for the mathematics test?

- A. Oral responses, dictation into tape recorder, or pointing to answers (63, 65, 66, 72)
- B. Do Not Use
- C. Respond in sign language (67, 68)
- D. Augmentative communication devices (69)
- E. Do Not Use
- F. Do Not Use
- G. Braillewriter (73)
- H. Computer with alternative access for alternative response mode (76)
- I. Speech to text word processor (77, 78)
- J. Mark answers in test booklet (81)
- K. None of the above

Question 9 – Which specialized tools, if any, did this student use for the mathematics test?

- A. Concentration tools or noise buffers (13, 17)
- B. Bilingual glossary/dictionary (18, 19)
- C. Dictionary, thesaurus, spelling, or grammar book (20)
- D. Visual, auditory, or physical cues to stay on task (41)
- E. Magnification devices (55)
- F. None of the above

Question 10 – Did other circumstances occur?

- A. Non standard accommodations

Day 3 – Michigan Science and Social Studies Parts 1 and 2

The Michigan Department of Education is required to collect specific student information to ensure the results of state assessments are accurately reported for each student, school, and district. Boxes 7, and 15 - 18 reflect this requirement.

Only school staff can complete School Use Only boxes. Students are not to complete any part of these boxes.

Box 7 – School Use Only – Report Codes

Between now and test day, complete the information in Box 7 - School Use Only Report Codes. Please note that this information can also be entered using the Demographic Update on the OEAA Secure Site. Schools must make the decision as to whether these ovals are completed, using the following guidelines. Mark all that apply.

Home Schooled—If a student is home schooled, fill in the Home Schooled oval. This will ensure that home-schooled students' scores will not be included in the district or school reports. Home-schooled students are not required to take the Michigan Merit Examination but may test at their local public high school. Public schools are required to administer the MME to home-schooled students who reside in their district, wish to test, and are eligible to take the Fall 2007 MME. Schools will receive separate reports for home-schooled students, as well as a parent report for each home-schooled student. The parent report should be forwarded to the parents of each home-schooled student.

Formerly Limited English Proficient (LEP)—A student is designated as formerly LEP when he or she is no longer designated as an English Language Learner (ELL) by a school or school district; or is no longer receiving support services to acquire English language proficiency. This designation must be used to track student achievement for two years after the ELL designation has been removed. (No Child Left Behind, Title III, Subpart 2, Section 3121.)

Homeless—A homeless student is one who lacks a fixed, regular, and adequate nighttime residence. This includes students who live in shelters, abandoned buildings, cars, and public spaces, as well as students whose families share housing with other families because of economic hardship or live in motels, hotels, parks, or campgrounds.

Native Language for English Language Learners (ELL) and Formerly LEP students

- Spanish
- Arabic
- Chaldean
- Other Language

Box 15 – Science Timing Code

If the student took the test with an accommodation for Science, complete Box 15 as follows:

Extended Time	Code:
Time and One-Half	150
Double Time	200
Up to Three Hours	300
Standard Time with Accommodations	400

Box 16 - School Use Only Science

- Please leave columns 1 and 2 blank.
- Questions 3-9 – Apply only if a student has tested with accommodations. Mark only one oval for each question. Skip questions 3 through 9 if accommodations were not used for testing.
- Question 10 – This is applicable for **non standard accommodations**.

Note: Questions 3–9 - The numbers in parentheses and italics provide reference to the accommodations listed in the *Michigan Merit Examination (MME) Accommodations Summary Table* available at www.michigan.gov/mme. Please respond with information about the accommodations **actually used** for testing. Mark **only one** oval for each question.

Question 3 – Which of the following most accurately describes this student’s reason for using test accommodations?

- A. IEP
- B. Section 504 Plan
- C. ELL
- D. Rapid Medical Onset

Question 4 – Under what testing time did this student take the Science test?

- A. Standard time in single session with standard breaks
- B. Standard time with stop-the-clock breaks or testing over multiple days
- C. Extended time - 50% extended time in self-paced single session
- D. Extended time - 50% extended time over multiple days
- E. Extended time - More than 50% extended time

Question 5 – Which test booklet format did this student use for the Science test?

- A. Regular type (10-point)
- B. Large type (18-point) (60)
- C. Large type (larger than 18-point) (60)
- D. Braille/raised line drawings (60)

Question 6 – Which audio or sign language presentation of test items, if any, did this student use for the Science test?

- A. Audio cassette or DVD in English (42, 43, 61)
- B. Reader's Script in English (42, 43)
- C. Video with English audio **for ELL** (26, 27)
- D. Video with Arabic audio **for ELL** (28)
- E. Video with Spanish audio **for ELL** (28)
- F. Translation of Reader's Script into student's native language **for ELL** (44)
- G. Exact English Signing (EES) of test items (45, 46)
- H. Signing of test items in any sign language other than EES (45, 46)
- I. Closed circuit TV (57)
- J. None of the above

Question 7 – Which accommodated presentation of test directions, if any, did this student use for the Science test?

- A. Student restatement or clarification of test booklet and administration directions (30, 31)
- B. Test booklet and administration directions in sign language (32)
- C. All directions read in student's native language **for ELL** (29)
- D. Read/repeat directions exactly as worded in test booklet with emphasis on key words in directions (39, 40)
- E. Auditory amplification devices/sound systems (56)
- F. Closed circuit TV (57)
- G. None of the above

Question 8 – Which accommodated response mode, if any, did this student use for the Science test?

- A. Oral responses, dictation into tape recorder, or pointing to answers (63, 65, 66, 72)
- B. Do Not Use
- C. Respond in sign language (67, 68)
- D. Augmentative communication devices (69)
- E. Do Not Use
- F. Do Not Use
- G. Braillewriter (73)
- H. Computer with alternative access for alternative response mode (76)
- I. Speech to text word processor (77, 78)
- J. Mark answers in test booklet (81)
- K. None of the above

Question 9 – Which specialized tools, if any, did this student use for the Science test?

- A. Concentration tools or noise buffers (*13, 17*)
- B. Bilingual glossary/dictionary (*18, 19*)
- C. Dictionary, thesaurus, spelling, or grammar book (*20*)
- D. Visual, auditory, or physical cues to stay on task (*41*)
- E. Magnification devices (*55*)
- F. None of the above

Question 10 – Did other circumstances occur?

- A. Non standard accommodations

Box 17 – Social Studies/Writing Timing Code

If the student took the Social Studies test with an accommodation, complete Box 17 as follows:

Extended Time	Code:
Time and One-Half	150
Double Time	200
Up to Three Hours	300
Standard Time with Accommodations	400

Box 18 - School Use Only Social Studies/Writing

- Please leave columns 1 and 2 blank.
- Questions 3-9 – Apply only if a student has tested with accommodations. Mark only one oval for each question.
- Question 10 – This is applicable for **non standard accommodations**.
- **NOTE: Box 18 Mark the oval if the response is applicable to either Michigan Social Studies Part 1 or Part 2.**

Note: Questions 3–9 - The numbers in parentheses and italics provide reference to the accommodations listed in the *Michigan Merit Examination (MME) Accommodations Summary Table* at www.michigan.gov/mme. Please respond with information about the accommodations **actually used** for testing. Mark **only one** oval for each question.

Question 3 – Which of the following most accurately describes this student's reason for using test accommodations?

- A. IEP
- B. Section 504 Plan
- C. ELL
- D. Rapid Medical Onset

Question 4 – Under what testing time did this student take the Social Studies test?

- A. Standard time in single session with standard breaks
- B. Standard time with stop-the-clock breaks or testing over multiple days
- C. Extended time - 50% extended time in self-paced single session
- D. Extended time - 50% extended time over multiple days
- E. Extended time - More than 50% extended time

Question 5 – Which test booklet format did this student use for the Social Studies test?

- A. Regular type (10-point)
- B. Large type (18-point) (60)
- C. Large type (larger than 18-point) (60)
- D. Braille/raised line drawings (60)

Question 6 – Which audio or sign language presentation of test items, if any, did this student use for the Social Studies test?

- A. Audio cassette or DVD in English (42, 43, 61)
- B. Reader's Script in English (42, 43)
- C. Video with English audio **for ELL** (26, 27)
- D. Video with Arabic audio **for ELL** (28)
- E. Video with Spanish audio **for ELL** (28)
- F. Translation of Reader's Script into student's native language **for ELL** (44)
- G. Exact English Signing (EES) of test items (45, 46)
- H. Signing of test items in any sign language other than EES (45, 46)
- I. Closed circuit TV (57)
- J. None of the above

Question 7 – Which accommodated presentation of test directions, if any, did this student use for the Social Studies test?

- A. Student restatement or clarification of test booklet and administration directions (30, 31)
- B. Test booklet and administration directions in sign language (32)
- C. All directions read in student's native language **for ELL** (29)
- D. Read/repeat directions exactly as worded in test booklet with emphasis on key words in directions (39, 40)
- E. Auditory amplification devices/sound systems (56)
- F. Closed circuit TV (57)
- G. None of the above

Question 8 – Which accommodated response mode, if any, did this student use for the Social Studies test?

- A. Oral responses, dictation into tape recorder, or pointing to answers (63, 65, 66, 72)
- B. Scribe for constructed response **only** (64, 74)
- C. Respond in sign language (67, 68)
- D. Augmentative communication devices (69)
- E. Computer for constructed response with certain functions disabled (70)
- F. Computer for constructed response with functions not disabled (71)
- G. Braillewriter (73)
- H. Computer with alternative access for alternative response mode (76)
- I. Speech to text word processor (77, 78)
- J. Mark answers in test booklet (81)
- K. None of the above

Question 9 – Which specialized tools, if any, did this student use for the Social Studies test?

- A. Concentration tools or noise buffers (13, 17)
- B. Bilingual glossary/dictionary (18, 19)
- C. Dictionary, thesaurus, spelling, or grammar book (20)
- D. Visual, auditory, or physical cues to stay on task (41)
- E. Magnification devices (55)
- F. None of the above

Question 10 – Did other circumstances occur?

- A. Non standard accommodations

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